



2016-2017

School Improvement Plan Brief Overview

School Name: Southern Pines Primary School

Principal: Tonya Wagner

School Improvement Chairperson: Samantha Myatt

Three measureable points of pride:

- SPP showed tremendous growth on NC Teacher Working Conditions Survey across multiple areas.
- 65% of kindergarten students read ABOVE grade level at the end of '15-'16 school year, as measured by mClass TRC (Text, Reading, and Comprehension).
- In math, 77% of first graders and 85% of second graders were at or above grade level as measured by NC K-2 math assessments.

Goals to improve our school in the coming year:

- Improve staff and student culture.
- Improve overall math proficiency.
- Improve overall reading proficiency.

Key strategies to continuously improve and accomplish goals:

- Implementation of HIVE (focused personalized learning) time.
- Utilize STAR, Universal Screener, to identify students in need and appropriately design math instruction to fit student needs.
- Implement writing block and focus on standards based teaching.

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

- Help us to showcase the many good things happening at the school.
- We invite any board or community member to tour the school and spend some time with our children.

SCHOOL IMPROVEMENT PLAN

School Name	Southern Pines Primary School	School Number	352
School Address	1250 W. New Yourk Ave., Southern Pines, NC 28387-4699		
Principal	Tonya Wagner		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval	14-Sep-16		
Date of Last Review/Update	9/13/2016		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
Southern Pines Primary, in partnership with our community, will empower all students to become responsible life-long learners.

Mission Statement
The mission of Southern Pines Primary School is for all children to achieve at their maximum potential in a nurturing, engaging and challenging 21st century learning environment, so that all students will be successful.

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	Tonya Wagner		
Parent Representative	Diana Hampson		
Parent Representative			
Chair	Samantha Myatt	5/1/2015	2015-16 & 2016-17
	Mary Lovett	5/1/2016	2016-17 & 2017-18
	Nichelle Bauer	5/1/2016	2016-17 & 2017-18
	Sue Crosby	5/1/2015	2015-16 & 2016-17
	Shelli Turner	5/1/2015	2015-16 & 2016-17
	Briana Tencati	5/1/2016	2016-17 & 2017-18
	Alicia Nazar	5/1/2016	2016-17 & 2017-18
	Shelli Boes	5/1/2016	2016-17 & 2017-18
	Lane Street		
	Katrina Fox		
	Tena Jordan	5/1/2016	2016-17 & 2017-18
	Monica Lyons	5/1/2016	2016-17 & 2017-18

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 2016 North Carolina Teachers Working Conditions Survey (TWC) indicated that 86% of our teachers felt that students followed the rules of conduct and 86% felt that teachers understood the procedures. 2016 mClass reading scores as measured by Text, Reading, and Comprehension (TRC) indicated that 50% of SPP students were at or above grade level at End of Year (EOY) testing compared to 50% at Beginning of Year (BOY) testing. mClass Composite scores indicated that 82% of SPP students were at or above grade level at EOY compared to 78% at BOY. The achievement gap, as measured by TRC, was 30% points between African American and White students (EOY). End of Year K-2 math assessment data indicated that 77% of first graders and 85% of second graders were at or above grade level.

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

Although the items listed above from the TWC were above the state average, the team would like to see them improve. The PBIS team has implemented changes to our procedures and the team needs to continue with support and training to implement these changes with fidelity. The team recognizes that there is a achievement gap between African American and White students in reading. Our overall reading proficiency scores in TRC showed no improvement during the 2015-2016 school year. The team feels that this needs to be an area of focus. With the implementation of MTSS during the 2016-2017 school year, we will be examining and improving our core instruction.

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?

Baseline data for student culture currently is needed. We will administer a short and simple survey (less than 5 questions) to all students this school year in order to establish this baseline data. We will use Educator's Handbook discipline data along with PBIS incentive data to track discipline trends. Universal screening data in math will enable us to determine our areas of focus for math instruction.

Priority Area 1:

Staff/Student Culture

Priority Area 2:

Math

Priority Area 3:

Literacy

Priority Area 4:

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
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	Increase math proficiency as measured by K-2 End of Year Math Assessment in first grade from 82% to 87% and in second grade from 89% to 92%.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	Implement STAR universal math screener to establish baseline data. Increase math proficiency as measured by K-2 End of Year Math Assessment in first grade from 77% to 82% and in second grade from 85% to 89%.
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

Enhance the small group and standards based instruction components of the math block.

Action Steps to Implement Improvement Strategy

- 1) Enhance the math block framework to include whole group, small group, and rotations in order to provide differentiated small group instruction.
- 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) Provide PD to support the math framework, teaching strategies and standards, and Engage NY. Administrative team will see evidence of the concepts learned and will provide feedback.
- 11) Implement vertical PLCs in order to analyze standards and ensure vertical alignment.
- 12) PLCs will design common assessments, one per grading period, in order to appropriately provide math interventions and small group math instruction.

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

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

13) Offer curriculum nights for parents to learn about the concepts taught at school and provide resources for reinforcement.

14)

15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement STAR Universal Screening Instrument to examine Core Instruction as part of MTSS (Multi-Tiered System of Support).

Action Steps to Implement Improvement Strategy

- 1) Collect benchmark data from STAR Universal Screener.
- 2) Analyze benchmark data to inform Core Instruction.
- 3) Grade level PLCs will design common assessments in order to appropriately provide math interventions and small group instruction.
- 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) County will provide PD on the administration of STAR; the timeline for this has not been set.
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

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

- 13) Curriculum night to engage parents with math information.
- 14)
- 15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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)

PRIORITY AREA 2 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?

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

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

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	Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2018, SPP will increase the number of students proficient in TRC (Text Reading Comprehension) by 30 percentage points from 50% to 80% as measured by mClass TRC.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, SPP will increase the number of students proficient in TRC (Text Reading Comprehension) by 15 percentage points from 50% to 65% as measured by mClass TRC.
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

Appropriately implement the components of the Writing Block.

Action Steps to Implement Improvement Strategy

- 1) Build master schedule to include writing block, additional ELA time, time for Instructional Assistants to work with small group instruction, and Intervention and Enrichment block.
- 2) Utilize a writing framework to support teaching and student learning.
- 3) PLCs will utilize data analysis to plan for intervention and enrichment.
- 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) Provide PD to support the writing framework and literacy standards. Administrative team will see evidence of the concepts learned and will provide feedback.
- 11)
- 12)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

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

13) Offer curriculum nights for parents to learn about the concepts taught at school and provide resources for reinforcement.

14)

15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Appropriately analyze and implement literacy standards.

Action Steps to Implement Improvement Strategy

- 1) PLCs will create and administer common assessments once per grading period.
- 2) PLCs will analyze common assessment data in order to inform core instruction and to form I/E groups and plans.
- 3) Continue to implement Imagine Learning Program school-wide to provide differentiation and individualized learning pathway in reading for every student.
- 4) Team with Southern Pines Elementary School to provide vertical PLCs for 2nd and 3rd grade teachers specifically focused on literacy standards.
- 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) Provide PD to support the implementation of common assessments and to support literacy standards and teaching strategies. Administrative team will see evidence of the concepts learned and will provide feedback.
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

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

- 13) Offer curriculum nights for parents to learn about the concepts taught at school and provide resources for reinforcement.
- 14)
- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Collect and analyze universal screening data to examine Core Instruction as part of MTSS (Multi-tiered systems of support).

Action Steps to Implement Improvement Strategy

1) Use the TIPS problem solving model to analyze mClass data to asses core instruction in reading.

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) Provide PD for staff on the various components of MTSS.

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)

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?

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

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 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).

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.)