



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>
<b>School Name</b>		<b>Number:</b>
<b>School Address:</b>	1250 West New York Avenue Southern Pines, NC 28387	
<b>Plan Year(s):</b>	2014-2015	
<b>Date prepared:</b>	9/11/14	
<b>Principal Signature:</b>		
<b>Local Board Approval Signature:</b>		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
Kindergarten TR Representative	Kim Brown	Parent Representative	
Kindergarten YR Representative	Lisa Scales	Reading Interventionist	
First Grade YR Representative	Sue Crosby		
First Grade TR Representative	Gloria Crabtree		
Second Grade YR Representative	Sheith Davis		
Second Grade TR Representative	Richelle Turner		
Specials Representative	Aaron Ribet		
EC Representative	Samantha Myatt		
Instructional Assistant Representative	Jevone Baldwin		
Instructional Assistant Representative	Sue Clay		

Parent Representative

Jennifer Andrews

## 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.

<b>Demographic Profile 2014-2015</b>		
<b>Students</b>	<b>Numbers</b>	<b>Percentages</b>
Hispanic/Non-Hispanic		
Hawaiian/Am. Indian		
Multi-racial		

<b>Free/Reduced Lunch Profile 2014-2015 Percentage:</b>		
<b>Total Students</b>	<b>Reduced Students</b>	<b>Free Students</b>

<b>Disaggregated Data Chart EOG Reading 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>Disaggregated Data Chart Math 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>Lexile Data 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

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

## 1. What does the analysis tell you about your school's strengths?

Our mClass reading data indicates that we were successful in meeting our goal for the 3 subgroups we were tracking: African-American, Hispanic-Latino, and EC. Not only did we meet our goal of reducing the % of African-American and Hispanic students reading below grade level by 10%, we were able to reduce each of those subgroups by 14%. Additionally, not only did we meet our goal of reducing the % of EC students reading below grade level by 5%, we were able to reduce this subgroup by 7%. Our overall TRC Growth indicates that as a school, we increased the % of students that are proficient or above grade level in reading by 15%, going from 57% proficiency at the beginning of the year to 72% proficiency at the end of the year. Our targeted work with 2nd grade students reveals outstanding TRC growth as our 2nd grade students went from 59% reading proficiency at the beginning of the year to 82% reading proficiency at the end of the year.

Our TRC Correlation data also indicates that we were successful growing students, despite a lack of proficiency. Of the 117 students who were far below grade level at the beginning of the year, 55 of them ended the year on or above grade level. 23 of them grew but were still considered below proficient. Of the 61 students who were below grade level at the beginning of the year, 40 of them ended the year on or above grade level.

Our SRI Proficiency data also indicates the success of our targeted work with 2nd graders. At the beginning of the year, SRI assessment data indicated that 60% of our 2nd grade students were below grade level in reading. At the end of the year, 30% of our students were below grade level in SRI--a 50% decrease in the number of students that were below grade level.

Last year, we implemented DreamBox school wide in order to provide differentiated math instruction for all of our students. Our preliminary data indicates that our Kindergarten students were most successful in completing the standards with proficiency in the DreamBox program. 71 % of our Kindergarten students demonstrated proficiency in the Kindergarten standards.

## 2. What does the analysis tell you about your school's gaps or opportunities for improvement?

Though our overall TRC growth data is positive, when we drill down to our 1st grade students, we do not see growth from the beginning of the year to the end of the year. 69% of our first grade students were reading on grade level at the beginning of the year. At the end of the year, only 68% of our first grade students were reading on grade level. Our conversations with first grade teachers have already started focusing on helping students successfully respond to the written comprehension questions which seem to be a barrier to showing reading proficiency at the end of the year in 1st grade.

Our TRC Correlation data indicates that of the 117 students who were reading far below grade level at the beginning of the year, 39 of them were still reading far below grade level at the end of the year. Also of concern is the data that reveals that of the 61 students who were reading below grade level at the beginning of the year, 13 of them continued to read below grade level and 8 of them slid backwards and were reading far below grade level at the end of the year. An additional concern is relative to the number of students who were proficient or above grade level in reading at the beginning of the school year and ended the year reading below or far below grade level. Of the 241 students who were reading on or above grade level at the beginning of the year, 17 were reading below grade level and 7 were reading far below grade level. This data indicates a need to continue progress monitoring students who are on grade level to ensure that they continue to make the necessary progress.

Finally, though we met our reading goals for our subgroups, we continue to see an achievement gap between our white students and our minority students. At the end of the year, 84% of our White students were reading on or above grade level. At the end of the year, 59% of our Hispanic-Latino students were reading on or above grade level. At the end of the year, 60% of our African American students were reading on or above grade level. Therefore, we will continue to focus on growing the students in our subgroups at a greater degree in order for them to be reading on or above grade level at the same rate as our White students. Additionally, at the end of the year, 64% of our EC students were reading on or above grade level. We will continue to focus on growing the students in this subgroup as well in order to have these students reading on or above grade level at the same rate as our overall school (72%).

Though we implemented the DreamBox Math program school-wide last year, our 1st and 2nd grade students were less successful demonstrating proficiency on their grade level standards in the DreamBox program. 25% of our 1st grade students demonstrated proficiency on the 1st grade standards and only 6% of our 2nd graders demonstrated proficiency on the 2nd grade standards. It will be important for our team to analyze why students are not able to demonstrate proficiency on the math standards in 1st and 2nd grade.

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

We believe we have sufficient data to support the goals we have established for our school improvement plan.

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.

1. Our TRC assessment data reveals gaps between our white students and our minority students (specifically African American and Hispanic), therefore we need to address these gaps.
2. Our TRC growth data indicates a lack of growth in our 1st grade proficiency data.
3. Our Dreambox Math data indicates that our 1st and 2nd grade students need support relative to the math standards. As we implement Engage NY as an instructional resource, it will be important to track its impact on our student data.
4. We will continue to address the concerns identified in our Teacher Working Condition Survey by empowering our teachers to use data to be instructional decision makers and design instruction that best meets students' needs.

## School Improvement Plan

<b>School:</b>		<b>Principal:</b>			
<b>Pathway:</b>		<b>Critical Element:</b>	<b>Current Growth Stage:</b>		
X Learning Culture	Community Leadership	Differentiation	Beginning	X Progressing	Advancing Excelling

**What data provides evidence of current growth stage?**

Our overall reading proficiency as measured by the Text Reading Comprehension (TRC) assessment was 72% at the end of last year. 84% of white students (180 out of 213) were proficient in TRC while 60% of African American students (97 out of 161) were proficient in reading. Additionally, 59% of Hispanic students (19 out of 32) were proficient in reading. This data indicates a continuing gap between our white students and our minority students. 64% of our Exceptional Children (52 out of 81) were proficient in reading as measured by TRC. Though this is a significant improvement for our EC students, there is a need for continued focus on increasing their reading proficiency.

**Annual Objective:**

\*90% of all students will meet or exceed individual growth goals in TRC as measured by End of Year mClass assessments. 2nd grade students will also meet or exceed individual growth goals as measured by SRI assessments.

\*By May 2016, we will decrease the percentage of African American students who are below grade level in TRC as measured by mClass assessments by 10%.

\*By May 2016, we will decrease the percentage of Hispanic students who are below grade level in TRC as measured by mClass assessments by 10%.

\*By May 2016, we will decrease the percentage of students with disabilities who are below grade level in TRC as measured by mClass assessments by 5%.

**Mid Year Target:**

90% of all students will meet or exceed individual growth goals in TRC as measured by Middle of Year mClass assessments. 2nd grade students will also meet or exceed individual growth goals as measured by SRI assessments.

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

<p>Master schedule will continue to provide intervention/enrichment block for collaborative teacher teams. Teachers will use data to regroup students in order to prescribe an intervention/enrichment to match individual student needs.</p>	<p>Teachers IA's Interventionists EC Staff Instructional Coach Administration</p>	<p>Reading Mastery, LLI, Language for Learning, Earrobsics, SPIRE</p>	<p>Grade Level Chairs</p>	<p>Lesson plans from Intervention Block  List of student groups as a result of teacher collaboration  PEP Intervention Form</p>	<p>Nov 2015  Feb 2016  May 2016</p>	<p>May 2016</p>	
<p>Teaching Studies will be provided so that new teachers observe and reflect on effective practices.</p>	<p>School Administration Instructional Coach New Teachers</p>	<p>Books on Designing Effective Teaching Studies (Marzano, Kachur, Rutherford)</p>	<p>School Administration</p>	<p>Product generated by teachers who participate</p>	<p>Nov 2015  Apr 2016</p>	<p>May 2016</p>	
<p>Implement Imagine Learning Program school-wide to provide differentiation and individualized learning pathway in reading for every student.</p>	<p>School Administration Instructional Coach Teachers</p>	<p>Imagine Learning Online Program  iPads/Chromebooks  PD training for teachers  Time for data analysis</p>	<p>Instructional Coach</p>	<p>Imagine Learning Reading Data</p>	<p>Nov 2015  Apr 2016</p>	<p>May 2016</p>	

Offer Acceleration and/or Remediation Camps during Year Round Intersession so that students will receive instruction that previews skills and vocabulary that will be addressed in upcoming grading period.	Teachers School Administration Instructional Coach	Transportation  Instructional Materials  Food  Teaching staff (to be paid)	School Administration	Lesson Plans  Student and family surveys  Student attendance logs	Sep 2015  Mar 2016	May 2016	
Continue communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.	Teachers School Administration	Letters to Parents Curriculum Night Video Presentations District Developed Resources	School Administration	Documents  Meeting Agendas  Web Resources	Nov 2015  Apr 2016	May 2016	
Strengthen writing instruction in order to support students with responding to written comprehension questions in mClass reading assessment	Teachers Instructional Coach School Administration	PD with Suzanne Sell  Materials  Time for teachers to plan instruction	Instructional Coach	Lesson Plans  PLC Agenda Minutes  mClass data	Nov 2015  Apr 2016	May 2016	
Implement half-day PLC team meetings to analyze reading data	Teachers Instructional Coach School Administration	Substitues and coverage  mClass reading data  Imagine Learning reading data	Instructional Coach	agendas and minutes	Jan 2016  Apr 2016	May 2016	





## School Improvement Plan

<b>School:</b>		<b>Principal:</b>			
<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>			
X Learning Culture	Community Leadership	Differentiation		Beginning Advancing	X Progressing Excelling

**What data provides evidence of current growth stage?**

Last year's DreamBox Math data indicates that 71% of our Kindergarten students completed the Kindergarten math standards with proficiency. 25% of our 1st grade students completed 1st grade math standards with proficiency. 6% of our 2nd grade students completed 2nd grade standards with proficiency.

**Annual Objective:**

By May 2016, we will decrease the percentage of 1st and 2nd grade students who are not completing grade level standards in math with proficiency by 10% as measured by assessments embedded in the DreamBox math program.

**Mid Year Target:**

70% of our 1st grade students will be progressing towards the 1st grade standards in DreamBox. 70% of our 2nd grade students will be progressing towards the 2nd grade standards in DreamBox.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Provide Teaching Studies for teachers to observe and reflect on Math instruction.	School Administration Instructional Coach Teachers	Substitutes & coverage  observations and debriefing	School Administration Instructional Coach	Notes from observations and debriefing	Nov 2015  Apr 2016	May 2016	

Implement half-day PLCs to analyze math data	School Administration Instructional Coach Teachers	Substitutes & coverage DreamBox math data county math specialist	School Administration Instructional Coach	Agendas, Notes from PLC, Data	Nov 2015  Apr 2016	May 2016	
Continue with implementation of DreamBox Math program for all students so that students receive individualized math instruction	School Administration Teachers	DreamBox Math program  Professional Development  Data  Computers/iPads in the classroom	Instructional Coach	Student data  Usage reports  Teacher surveys	Oct 2015  Jan 2016  Mar 2016  May 2016	May 2015	
Use Engage NY instructional resources (and other resources) to design common assessments and use as pre/post assessments in order to measure student understanding.	Teachers Instructional Coach	time in PLC meetings  support from math specialist	Instructional Coach	Student data  Engage NY materials	Nov 2015  Apr 2016	May 2015	

## School Improvement Plan

<b>School:</b>		<b>Principal:</b>	
<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
Learning	Quality Communication	Beginning	X Progressing
X Culture		Advancing	Excelling
Community Leadership			

**What data provides evidence of current growth stage?**

In January of 2015, we conducted a school-based "Teacher Working Conditions Survey" using the same questions from the state's document. We had several areas where more than 90% of the respondents had positive responses, but there continue to be concerns expressed by a majority of respondents in the area of school culture. . Growing to Greatness Survey data also reveals that parents would like to see more two way communication. Our School Improvement Team decided that our school culture needs re-shaping, with an emphasis on two-way communication between all stakeholders but especially between administration and staff and also between school and parents.

**Annual Objective:**

We will build a culture of true and effective collaboration that values the ideas and contributions of all members and allows for professional growth.

\*By June 2016, the NC Teacher Working Conditions Survey will reveal that 80% of our teachers feel empowered to make "sound professional decisions about instruction".

\*By June 2016, the NC Teacher Working Conditions Survey will reveal that 80% of our teachers feel that there "is an atmosphere of trust and mutual respect" in our school.

\*By June 2016, the NC Teacher Working Conditions Survey will reveal that 80% of our teachers feel that they "have autonomy to make decisions about instructional delivery".

\*By June 2016, data from ParentSquare and other communication tools will reveal an increase in the amount of two way communication between parents and the school and parent involvement at our school.

**Mid Year Target:**

January Survey will poll these 3 questions with teachers and staff to determine if we are making progress in these areas. A midyear survey administered to parents will reveal a positive perception of two-way communication.

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

Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery.	School Administration Instructional Coach Teachers	DuFour materials  Time	School Administration Instructional Coach	Staff Surveys	January 2016  May 2016	June 2016	
Empower teachers to design and conduct professional development that can be shared with all staff at faculty meetings.	School Administration Instructional Coach Teachers	technology  materials  feedback forms	School Administration Instructional Coach teachers	Faculty meeting agendas and sign-in sheets  Staff reflections	January 2016  May 2016	June 2016	
Purchase and implement the ParentSquare communication system.	School Administration	Funding	School Administration	Usage Data	January 2016  May 2016	June 2016	
Parent Advisory Council will meet monthly.	School Administration PAC members	time	School Administration	Meeting agendas  Attendance records  Meeting minutes	January 2016  May 2016	June 2016	

## School Improvement Plan

School:

Principal:

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
Learning	Emotional Safety	Beginning	X Progressing
X Culture	Community Leadership	Advancing	Excelling

**What data provides evidence of current growth stage?**

PBIS survey data reveals that our PBIS implementation is not consistent across our school community. Therefore, our PBIS team will address consistency through this goal.

**Annual Objective:**

By June 2016, we will improve student behavior across all school settings measured by a 20% decrease in office referrals.

**Mid Year Target:**

TWC Survey administered in January will have questions that measure the perception of consistent PBIS implementation in order to determine if we are making progress towards this goal.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Problem solve with teachers about the PBIS procedures so that students have consistency across grade levels and settings.	PBIS Committee Staff	once a month for 10 minutes at staff meetings	PBIS Committee	Agenda's/Minutes from staff meetings Behavior Data	June 2016	June 2016	

Expand PBIS to include 15 minutes of social skills training and class meetings in each classroom so that students become more proficient in problem solving and collaboration and are more focused on academics.	Staff	7:30-7:45 daily  Resources/Materials for teachers to use  Training for teachers  Social Stories	Teachers	Behavior Data	June 2016	June 2016	
Expand PBIS to include Bullying Prevention Lessons from the Second Step curriculum delivered by the School Counselor	School Counselor	Second Step Program Time in classrooms for lessons Time for Staff Training	School Counselor	Bullying Report Forms Feedback forms from teachers	June 2016	June 2016	

**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.

		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
<p>The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<p><b>Strategy 1</b></p>	<p>Revise Master schedule in order to provide intervention/enrichment block for collaborative teacher teams. Teachers will use data to regroup students in order to prescribe an intervention/enrichment to match individual student needs.</p>	<p>Provide Instructional Rounds and vertical team PLC meetings for teachers</p>	<p>Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.</p>	<p>Use PBIS Committee to assess consistency of school-wide implementation of PBIS rules and procedures.</p>	



	<b>Strategy 2</b>	Include Instructional Assistants in Reading Mastery data conversations so that they can be instructional partners in the classroom as well as interventionists during the intervention block.	Implement half-day PLCs to analyze math data	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.	Provide training to all staff to ensure school-wide implementation of PBIS rules and procedures	
	<b>Strategy 3</b>	Offer Instructional Rounds and Vertical Team PLC meetings so that teachers observe and reflect on effective practices.	Provide DreamBox Math program for all students so that students receive individualized math instruction	Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery.	Implement SWIS in order to better track and analyze behavior data	

	<b>Strategy 4</b>	Continue communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				
	<b>Strategy 5</b>	Offer Acceleration Camps during Year Round Intersession so that students will receive instruction that previews skills and vocabulary that will be addressed in upcoming grading period.				
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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: LEA assist schools in directing reform strategies based on EOG results. In our K-2 program, Southern Pines Elementary school data is used.

In K-2, children are learning to read. mClass has been fully implemented in K-2 at Southern Pines Primary. Progress monitoring is being utilized extensively to monitor all students' progress as an instructional focus. mClass is used as an assessment tool to indicate a child's level of foundational skills development and provide an overview of a students' ability to read with comprehension. Analysis of mClass data will reveal the effectiveness of interventions in order to adjust as necessary. Our school data wall will reflect patterns and illustrate growth.

A designated 90 minute reading block has been identified in the daily schedule to include whole group direct instruction and guided reading groups that will target specific needs of the child. Reading Interventionists are using data to identify students who are well below grade level and are pulling these students daily to work with them using a research based program.

In Professional Learning Community meetings, teachers will collaborate to design instruction that is meaningful, relevant and engaging. Our Community Pathway goal relates to our vision of collaborating with Southern Pines Elementary School to create the feeling of one school with two separate campuses. This collaboration will allow us to increase student achievement at SPE as we ease the transition from 2nd grade to 3rd grade.

**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
	<b>Strategy 1</b>		Provide Instructional Rounds and vertical team PLC meetings for teachers	Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	<b>Strategy 2</b>		Implement half-day PLCs to analyze math data			

	<b>Strategy 3</b>	Offer Instructional Rounds and Vertical Team PLC meetings so that teachers observe and reflect on effective practices.		Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery.		
	<b>Strategy 4</b>			Offer Professional Development that is differentiated and aligned to teacher and assistants' needs		
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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:  
 Southern Pines Primary School has 100% highly qualified teachers.

**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
	<b>Strategy 1</b>		Provide Instructional Rounds and vertical team PLC meetings for teachers	Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	<b>Strategy 2</b>		Implement half-day PLCs to analyze math data			

	<b>Strategy 3</b>	Offer Instructional Rounds and Vertical Team PLC meetings so that teachers observe and reflect on effective practices.		Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery		
	<b>Strategy 4</b>			Offer Professional Development that is differentiated and aligned to teacher and assistants' needs		
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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:  
 \*There is a focus on developing a highly effective Professional Learning Community at our school where teachers grow as professionals through collaboration and conversation.

\*Instructional Assistants are true partners in the classroom and lead learning as a result. In order to prepare them to confidently lead learning, assistants participate in monthly PLC meetings as well and receive professional development through these meetings.

\*The PBIS committee continues to share research to ensure that teachers and assistants stay current in their use of the PBIS model.

\*District Professional Development is available to all staff members and teachers/assistants are encouraged to participate.



**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>		Provide Instructional Rounds and vertical team PLC meetings for teachers	Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	<b>Strategy 2</b>					

	<b>Strategy 3</b>	Offer Instructional Rounds and Vertical Team PLC meetings so that teachers observe and reflect on effective practices.	Provide DreamBox Math program for all students so that students receive individualized math instruction	Increase the effectiveness of collaboration in PLC team meetings so that teachers feel empowered to make decisions regarding instructional materials and delivery.		
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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 Teachers Working Conditions Survey is used to provide data that helps to maintain positive working conditions.

Southern Pines Primary School provides a schedule that ensures common planning daily which includes a 90 minute planning two days a week to focus as PLC teams.

Ongoing parental involvement provides support to our teachers, an important factor in retaining teachers.

New teachers are provided an extensive orientation and a formal or informal mentor who provides support throughout the year. The administrators meet with new staff members regularly to provide support and obtain feedback on how we can help them be successful and continue to work in their chosen field.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>			Expand use and training of Edmodo and social media tools to encourage a culture of communication and collaboration with parents, our sister school, the community, and within PLCs.		
	<b>Strategy 2</b>					

	<b>Strategy 3</b>		Provide DreamBox Math program for all students so that students receive individualized math instruction			
	<b>Strategy 4</b>	Continue communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Southern Pines Primary School uses required Title I funds set aside for Parental Involvement activities. Parental involvement is encouraged and supported by the SPP school community.

Parental involvement has been established in the following areas and/or events:

- A strong Parent/Teacher Association
- Curriculum Night Events held in the fall and spring
- Parent Teacher Conferences

Garden Committee

Garden Club Classes conducted by parents

Parent volunteers throughout the school year

Providing transportation for parents and students to student performances

Sending home information weekly

Updating the website regularly

A weekly Connect Ed message is recorded and sent home

## 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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan: Southern Pines Primary School provides Readiness Kits at Kindergarten Registration Day. These kits provide information and materials for parents to support students prior to entering kindergarten. At kindergarten registration, parents attend a reading workshop on how they can help their children get ready for kindergarten and they view a presentation by the administration on a typical day in the life of a kindergarten student.

A parent night is held to provide information to parents about the kindergarten curriculum and expectations for the school year. This is also a time for parents to ask questions of teachers and support personnel.

Southern Pines Primary has 2 inclusive preschools with students that meet qualifications for exceptional children services, NC preschool, or tuition paid students. These students are immersed in our school-wide programs and are an integral part of our school.

Southern Pines Primary kindergarten and EC teachers meet with Sandhills Children's Center, Head Start, and other preschools/daycares to facilitate the transition into kindergarten.

Head Start students spend part of their day in a kindergarten classroom to help with the transition and are invited to attend plays and other performances.

## 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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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: Teachers will design engaging, relevant and meaningful lesson based on formative and summative assessments. Teachers will establish clear learning targets based on data obtained and will monitor and revise learning targets as needed throughout the year.

mClass data will be organized and available for teachers to use during planning. Student progress will be tracked throughout the school year using a design tool that allows teachers to visibly assess student progress or regression, indicating progress monitoring needs. Students identified as intensive and strategic, based on mClass data will be progress monitored every two to three weeks, with interventions changing as data indicates.

All students receive 45 minutes of direct reading instruction each day with teachers using a variety of ways to assess progress. In addition, teachers meet with every child, every day and provide effective and strategic small group instruction based on students' needs.



**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	Revise Master schedule in order to provide intervention/enrichment block for collaborative teacher teams. Teachers will use data to regroup students in order to prescribe an intervention/enrichment to match individual student needs.				
	<b>Strategy 2</b>					

	<b>Strategy 3</b>		Provide DreamBox Math program for all students so that students receive individualized math instruction			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>	Offer Acceleration Camps during Year Round Intersession so that students will receive instruction that previews skills and vocabulary that will be addressed in upcoming grading period.				
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: District Benchmark assessments in math, writing, and mClass reading are administered. Data gathered is used to assess the need for additional services and support for students. The following programs/activities are used by teachers, assistants, administrators and support personnel to support the academic needs of students:

LLI  
Language for Learning  
Language for Thinking

Earrobis  
Student Support Team  
Response to Intervention  
Guidance Support  
Progress monitoring  
Classroom interventions (from MCS Instructional Matrix)  
Small group instruction  
Guided reading groups for targeted learning  
Exceptional Children's Services  
Parent/teacher conferences  
Support to parents in low income neighborhoods who have students at risk

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>		Provide Instructional Rounds for teachers and teacher assistants		Implement SWIS in order to better track and analyze behavior data	
	<b>Strategy 4</b>		Implement half-day PLCs to analyze math benchmark assessments	Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		

	<b>Strategy 5</b>		Provide professional development to include training about benchmark administration	Provide Parent Resource Center so that parents have access to technology in order to increase communication between Home and School.	Offer Professional Development for all staff members in order to help staff be comfortable having conversations with students and parents about racism and other forms of discrimination	
	<b>Strategy 6</b>			Hold Collaborative Meetings to invite collaboration between two schools		
	<b>Strategy 7</b>	Offer Instructional Rounds so that teachers observe and reflect on effective practices				

	<b>Strategy 8</b>	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				
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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:

Various funds are utilized by Southern Pines Primary to provide and maintain a variety of instructional support programs for at-risk students in the areas of reading, math and writing.

Research based reading intervention programs are funded through federal, state and local funds.

Federal, state and local funds have been used to provide technology, such as Smart Boards in every classroom, along with a laptop for each teacher.

Federal, state and local funds have been used to purchase new library books and library materials.

Federal, state and local funds have been used to provide manipulatives, materials, books, games, and consumables for teachers to use to enhance the curriculum and to provide a variety of experiences for students in order to increase learning.

Federal, state and local money has been used to provide high quality professional development for all personnel. Professional development has included book studies and reflections on professional reading.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>		Build Math Block into schedule			
	<b>Strategy 2</b>					
	<b>Strategy 3</b>	Refine the master schedule by staggering literacy blocks to facilitate access by interventionists and instructional coach		Expand vertical collaboration (teacher exchange, instructional rounds) among grade levels including K, 1, 2, and 3 at Southern Pines Elementary School.		

	<b>Strategy 4</b>	Revise intervention model from standard protocol to prescriptive. Teachers will collaborate with interventionists to prescribe an intervention to match needs				
	<b>Strategy 5</b>			Hold Collaborative Meetings to invite collaboration between two schools		
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>	Implement communication processes regarding Read to Achieve so that all stakeholders are aware of legislation, requirements, and student needs.				



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:

The preschool programs at SPP are inclusive programs so that students who are at risk will also have students with them in the classroom who are on target with their learning needs. This provides role models for these at risk students. Sandhills Children's Center also provides this type of program of early intervention. Most students transition from this program into a regular kindergarten setting with additional support from speech and resource teachers. Some students do attend a self-contained setting with mainstreaming into the regular classroom where appropriate.

Head Start students attend performances, visit the kindergarten classes for part of the day and attend kindergarten registration.

**Title I Parent Involvement School Plan  
2014-2015**

**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>1. <b>Shall jointly develop</b> with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan</p>	<p>Copy of Parent Policy</p>	<p>School Improvement Team and SPP Parents</p>	<p>Develop timeline of meetings to develop plan  Review and revise plan annually with School Improvement Team</p>	<p>Beginning of year and end of year</p>
<p>2. <b>Shall convene an annual</b> meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)</p>	<p>Information presented at Back to School Night  Information available on website  Agenda/powerpoint presentation</p>	<p>Parents, Teachers, School Administration</p>	<p>Plan and implement Back to School Night</p>	<p>Beginning of the year</p>
<p>3. <b>Shall offer</b> a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)</p>	<p>RSVP forms from parents Sign in logs Schedules Frequent communication: weekly teacher newsletters, weekly connect ed message home, regularly updated website Flyers for meetings Attendance at evening music programs</p>	<p>Parents, Teachers, Assistants, Students, School Support Personnel</p>	<p>Curriculum Nights School Wide Planning PLC planning Parent/Teacher Association activity Child-care Dinner Community visits Parent/Teacher conferences at Armory Community Drum Circles out in the community</p>	<p>Curriculum Nights TBA</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
4. <b>Shall involve</b> parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	Copies of completed surveys Parent membership on School Improvement Team Sign in log	School personnel in creating survey and parents in completing survey	Planning and implementing surveys Gather data Assess Data Revisions to school wide activities based on gathered data	Entire process to be completed June 2014
5. <b>Shall provide</b> parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)	Parent handbook Curriculum Brochures Connect Ed messages Sampling of Teacher conference schedules Parent sign in sheets	Parents, teachers, assistants, administration, support personnel, students	Back to School night to explain information contained in Parent Handbook Connect Ed messages Letters home to inform parents	Back to School Night Parent Conferences Connect Ed messages ongoing and varied
6. <b>Shall submit to LEA</b> any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Copies of survey and collected data	School Improvement Team Administration	Create, gather and assess survey data Share data with School Improvement Team and other appropriate personnel depending on data collected	Entire process to be completed April 2014
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	School-parent-student compact forms are completed at first report card	Teachers Parents Students Administrators	Develop the compact through the School Improvement Team Review/Revise compact	Beginning of year End of year
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	attendance records SST and IEP invitations	Parents, teachers, assistants, students, school support personnel	Community meetings Parent/Teacher Conferences IEP meetings with parents SST meetings with parents	ongoing/June 2014
9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Copies of materials provided to parents, sign in logs, parent feedback (surveys), flyers of meetings such as Curriculum Night and workshops	parents, students, teachers, assistants, administration	community meetings	target date for completion, April 2014

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
10. <b>Shall provide</b> 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)	Agenda from staff meetings	parents, students, teachers, assistants, administration	training by PBIS team	second Wednesday of each month is reserved for staff meetings
11. <b>Shall coordinate and integrate</b> parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)	Preschool programs located at school Head start visitations to our kindergarten classrooms Teachers visiting Head Start to read to classes Information sent to daycares and preschools about kindergarten registration	Preschool staff parents of preschoolers head start kindergarten staff	Coordinate visits with Head Start Send out letters to day cares and preschools	April, 2014
12. <b>Shall ensure</b> 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)	Sampling of copies of communication between home and school Copies of English and Spanish communication Sampling of dates and times MCS interpreters participate in school activities	Parents, Students, Teachers, Assistants, Administration	Work with MCS interpreters and ESL personnel to ensure parents of ESL students receive communication Invite interpreters to attend school functions	Ongoing throughout the school year 2013-2014
13. <b>Shall provide</b> such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Support given at parent's requests Calendar of meetings with parents Log of phone calls to parents	Administrators Teachers	Send home information to parents to let them know this is available PTA meetings Parent teas	Weekly Connect Ed messages

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