



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	
School Name	Southern Pines Elementary School	Number:	356
School Address:	255 S. May Street Southern Pines, NC 28387		
Plan Year(s):	2015-2016		
Date prepared:	September 08, 2015		
Principal Signature:			Date
Local Board Approval Signature:			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
Chairperson	Molly Gibson		
Principal	Dale Buie		
Assistant Principal	Katrina Fox		
5th grade	Brittany Caldwell		
4th grade	Lorin Brown		
3rd grade	Sherin Lashley		
EC Teacher	Lucinda Dedmond		
Encore Teacher	Heather Lewis		
Parent	Barbara Ratcliff		

School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

Demographic Profile 2014-2015		
Students	Numbers	Percentages
Male	217	56%
Female	168	44%
White	186	48%
Black	145	38%
Hispanic/Non-Hispanic	32	8%
Asian	7	2%
Hawaiian/Am. Indian	4	1%
Multi-racial	11	3%
SWD	55	14%
AIG	82	21%

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

Disaggregated Data Chart EOG Reading 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

Disaggregated Data Chart Math 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

Lexile Data 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL

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

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

High growth occurred in all subgroups.

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

EC students are still performing well below typically developing peers.

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

Lexile data for current year will be disaggregated and analyzed.

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.

- Consistent reading intervention needs to take place for students below grade level.
- EC students need to be tracked and followed to ensure adequate growth is occurring throughout the year.
- Economically disadvantaged students need to be tracked and followed to ensure adequate growth is occurring throughout the year.
- Teachers need to work with a literacy coach to ensure all lessons are aligned to the SCS.

SRI data will be analyzed and displayed in data charts throughout the year. Student growth will be closely monitored. Students will be given direct instruction as well as intervention in order to remediate deficiencies. Teachers will participate in the coaching cycle with the instructional coach to ensure best practices are utilized and the content of the lessons is aligned to the curriculum.

School Improvement Plan

School: Southern Pines Elementary School

Principal: Dale Buie

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

What data provides evidence of current growth stage?

*End of year 2014-2015 EOG reading data indicates that 66.3% of white students were proficient on the state reading test while 16.7% of Students with Disabilities were proficient. This indicates a 49.6 point gap.

Annual Objective:

By the end of the 2015-2016 school year the achievement gap that is currently 49.6 will be reduced by ten percentage points to 39.6.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue to implement the Journeys reading program to fidelity so that the research base will not be compromised.	3rd grade teachers McCoy Dorrel Petersen Randles Caldwell Hancock Cazier	Journeys materials Continued PD (follow-up training during monthly PLC meetings)	Gibson Buie	Lesson Plans Walk through data SRI data mclass data formative/summative assessment	December, 2015 March, 2016	June, 2016	

Improve the established literacy block by increasing rigor so that the needs of all students are met.	3rd grade teachers McCoy Dorrel Petersen Randles Caldwell Hancock Cazier	Journeys materials PD on rigor with literacy assignments CORE training	Gibson Buie	Literacy assignments Walk through data SRI data student work samples lesson plans	December, 2015 March, 2016	June, 2016	
Monitor and track SRI and mclass data to ensure that targeted interventions for students are being successful so that all students are increasing their reading ability.	Fox Gibson RI teachers EC teacher Content teachers	Data wall cards	All teachers	Data wall SRI data mclass data	December, 2015 March, 2016	June, 2016	
Provide an extended instructional year by offering intercession camps that focus on literacy instruction and reading interventions so that targeted students have more time to acquire literacy skills.	Fox RI teachers	Targeted skills to be taught Appropriate reading material	Fox	Attendance logs student work samples SRI data mclass data	October, 2015 April, 2016	June, 2016	
Provide additional reading support for Science and Social Studies during the literacy block by using content text/leveled readers for literacy assignments.	3rd grade teachers 4th grade teachers 5th grade teachers	Leveled readers that provide Science and Social Studies content	Caldwell	SRI data mclass data checkout logs literacy assignment matrices	December, 2015 March, 2016	June, 2016	
A reading intervention block will be continued and protected so that all students have access to intervention without missing curriculum content.	All teachers	LLI program SPIRE program Reading Plus Imagine Learning Orton Gillingham strategies MCS Matrix	Leo Moore Foreman Fagan Shinn Gibson	SRI data mclass data SPIRE data	December, 2015 March, 2016	June, 2016	

Administration and third grade faculty will attend the IEP meetings of second grade students so that we are prepared to meet the needs of upcoming students.	Buie Fox Foreman Third grade teachers	Schedule of meetings	Foreman	Minutes of meetings Individual plans for students	December, 2015 March, 2016	June, 2016	
Data meetings with teachers 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 communication will occur regarding Read to Achieve notifications.	Buie Gibson Third grade teachers	PEPs Intervention data	Gibson	Individual student data	November, 2015 January, 2016 March, 2016 May, 2016	June, 2016	

School Improvement Plan

School: Southern Pines Elementary School

Principal: Dale Buie

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

What data provides evidence of current growth stage?

End of year 2014- 2015 EOG reading data indicates that 66.3% of white students were proficient on the state reading test while 26.7% of Black students were proficient. This indicates a 39.6 point gap.

Annual Objective:

By the end of the 2015-2016 school year the achievement gap that is currently 39.6 will be reduced by 10 percentage points to 29.6.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue to implement the Journeys reading program to fidelity so that the research base will not be compromised.	3rd grade teachers Hancock McCoy Dorrel Petersen Randles Caldwell Cazier	Journeys materials Continued PD Follow up training during monthly PLC meetings	Gibson	Lesson Plans Walk through data SRI data mclass data Formative/summative assessment	December, 2015 March, 2016	June, 2016	

Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.	3rd grade teachers Hancock McCoy Dorrel Petersen Randles Caldwell Cazier	Journeys materials PD on rigor with literacy assignments CORE training during PLC	Gibson Buie	Literacy assignments Walk through data SRI data mClass data student work samples lesson plans	December, 2015 March, 2016	June, 2016	
Monitor and track SRI and mClass data to ensure that targeted interventions for students are being successful so that all students are increasing their reading ability.	Buie Fox Gibson Classroom teachers	Data wall cards	Buie	Data wall SRI data mClass data	December, 2015 March, 2016	June, 2016	
Provide an extended instructional year by offering intersession camps that focus on literacy instruction and intervention so that targeted students have more time to acquire literacy skills.	Fox Leo Moore Shinn Foreman	Materials Leveled readers Targeted focus skills for each student	Fox	Attendance logs Student work samples SRI data mClass data LLI data	October, 2015 April, 2016	May, 2016	
Provide additional support for Science and Social Studies during the literacy block by using content text/leveled readers for literacy assignments.	Classroom teachers Gibson	Appropriate lexiled leveled readers for students of all levels	Caldwell	SRI data mClass data checkout logs RC data literacy assignment matrices	December, 2015 March, 2016	June, 2016	

<p>A reading intervention block will be added and protected for all classes so that all students have access to intervention without missing curriculum content.</p>	<p>All teachers</p>	<p>LLI program SPIRE program Reading Plus Imagine Learning Orton Gillingham program MCS Matrix 2 RI staff members</p>	<p>Leo Moore Gibson</p>	<p>SRI data mClass data SPIRE data OG data RP data IL data LLI data</p>	<p>December, 2015 March, 2016</p>	<p>June, 2016</p>	
<p>Data meetings with teachers 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 communication will occur regarding Read to Achieve notifications.</p>	<p>Buie Gibson Third grade teachers</p>	<p>PEPs Intervention data</p>	<p>Gibson Buie</p>	<p>Individual student data</p>	<p>November, 2015 January, 2016 March, 2016 May, 2016</p>	<p>June, 2016</p>	

School Improvement Plan

School: Southern Pines Elementary School

Principal: Dale Buie

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

What data provides evidence of current growth stage?

Student survey results:

16% of teachers considered bullying among students a moderate problem.

23% of students do not feel respected by their peers.

15% of students do not feel safe at school.

28% of students do not feel valued by their peers.

NCTWC Survey data results:

73.5% of staff feel that there is an atmosphere of trust and respect within the school

70.6% of staff feel that teacher concerns regarding student conduct are addressed.

Annual Objective:

By May, 2016, faculty survey results will show an improvement from 73.5% to 80% on the question that there is an atmosphere of trust and respect within the school. Student survey results will improve by 5% in each of the above targeted areas.

Mid Year Target:

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

Provide professional development in PBIS strategies so that a common language will be used throughout the school community.	Buie Randles Gibson Central Office staff Dedmond Fox	PD regarding PBIS	Gibson	Course description Roster	January, 2016	January, 2016	
Administer a student survey to measure current emotional culture throughout our school so that critical elements can be addressed.	Beavers Fox Buie Lewis	Survey	Beavers	Survey results	November, 2015	November, 2015 June, 2016	
Guidance Counselor will deliver classroom lessons regarding discrimination and harrassment to students so that students are knowledgeable regarding the terms and strategies for improving our school culture.	Fox Beavers Dedmond	lesson plans materials for lessons	Buie	Lesson plans Schedule of lessons Sample student work	January, 2016 June, 2016	June, 2016	
Provide vertical PLC's for 3rd grade teachers with 2nd grade teachers from SPP so that the teachers can begin to create a transitional system for students coming to SPE from SPP.	Buie Gibson	Power School At Risk Report	Beavers	Office Referral Data	November, 2015 Feb, 2016 May, 2016	May 2016	
Tier 2 intervention group will be implemented for students who have more than 2 office referrals.			Beavers		December, 2015 June, 2016	June, 2016	
Implement the Second Step Bully Prevention program school wide. This program includes training for administration, school staff (including paraprofessionals and bus drivers), classroom guidance lessons, and follow up activities for teachers.	Beavers	Second Step Staff training	Beavers/Buie	Pre Post Student Survey	December 2015 June 2016	December 2015 June 2016	

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Principal: Dale Buie

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

What data provides evidence of current growth stage?

End of year 2015 EOG math data indicates that 72.8% of white students were proficient on the state math test while 23.7% of Black students and 12.5% of students with disabilities were proficient. This indicates a 49.1% point gap among Black students and a 60.3% gap among SWD.

Annual Objective:

By the end of the 2015-2016 school year the achievement gap that exists between white students and black students and white students and students with disabilities will be reduced by ten percentage points in each of these two targeted subgroups.

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Data meetings with teachers will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed.	3rd Grade Teachers Randles Dorrel McCoy Webb Brown Caldwell Yanick	PEPs Intervention data	Randles Buie	Individual Student Data	November, 2015 January, 2016 March, 2016 May, 2016	June 2016	

Improve the established math block by increasing time from 60 minutes to 75 minutes and by increasing rigor and differentiating student assignments so that the needs of all students are met.	3rd Grade Teachers Randles Dorrel McCoy Brown Caldwell Webb Yanick	Engage NY lessons PD on math rigor and assignments	Randles Gibson	Walk through data student work samples lesson plans	November, 2015 January, 2016 March, 2016 May, 2016	June 2016	
Provide an extended instructional year by offering intersession camps that focus on math instruction and intervention so that targeted students have more time to acquire required skills.	Randles Fox Leo Moore Gibson	Manipulatives Mathematical Standards	Randles Fox	Attendance logs Student work samples Benchmark Data	October 2015	May 2016	