2016-2017
School Improvement Plan One Page Summary

School Name: West Pine Elementary

Principal: Mary-Frances Tintle

School Improvement Chairperson: Brandy Diveley

Three measurable points of pride:

- We met 19 out of 19 of our federal target goals
- WPE exceeded expected growth earning a "B" rating
- 86% proficient in 3rd grade Reading and 81% proficient in 3rd grade Math, 93% proficient in 5th grade Science

Goals to improve our school in the coming year:

- Increase math proficiency by 10% percentage points from 84%-94% by June of 2018 as measured by county benchmarks in grades K-2 and NC EOG tests in grades 3-5
- Increase in Reading proficiency by 10% percentage points from 77% to 87% by June of 2018 as measured by county benchmarks in grades K-2 and NC EOG tests in grades 3-5
- West Pine Elementary will increase teacher perception of administrative support for student discipline and consistency by 20% points from 65.9% to 85.9 %, as measured by the NC TWC survey, by June 2018

Key Strategies to continuously improve and accomplish goals:
- Developing high functioning vertical and horizontal collaborative teams which focus on data and the use of data to guide instruction
- Monitoring and tracking all data points for EC students so that interventions are purposeful and targeted for each individual student
- Re-establishing a high functioning PBIS team and following PBIS in order to create a safe, positive and collaborative school culture

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

- Encouraging more community involvement in our school-wide events and using the resources our community has to offer
- BOE becoming more familiar with our staff, students and families and our expectations for one another through visits and participation in our school-wide activities

SCHOOL IMPROVEMENT PLAN

School Name	**West Pine Elementary School**	**School Number**	**373**
School Address	272 Archie Road, West End, NC 27376		
Principal	Mary-Frances Tintle		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval			
Date of Last Review/Update			
Principal Signature	(Signature On File)		
Board of Education Authority Signature	(Signature On File)		

School Vision and Mission Statement

Vision

West Pine Elementary School will inspire passion for life-long learning, nurture individual differences and develop productive citizens in a positive, engaging and safe learning environment.

Mission Statement

West Pine Elementary School's mission is to empower students to develop a passion for life-long learning through providing engaging learning experiences on a daily basis, individual differences will be nurtured by providing opportunities to be creative, challenged and valued in an emotionally and physically safe learning environment. Our success in this mission will ensure that our students will become productive citizens in an increasingly global society.

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	Mary-Frances Tintle		
Assistant Principal	Lisa Epling	1-May-16	2016-17 and 2017-18
Parent Representative	Laura Rubin	1-May-16	2016-17 snf 2017-18
Teacher Representative (chairman)	Brandy Diveley	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Becky Strickland	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Kim White	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Kathy Lassiter	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Carmen Vaughn	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Cathy Johnson	5/1/2016	2016-17 snf 2017-18
Teacher Representative	Liz McDonald	5/1/2016	2016-17 snf 2017-18
EC Teacher Representative	Elaina Aponte	5/1/2016	2016-17 snf 2017-18
Classified Representative	Janet Shutt	5/1/2016	2016-17 snf 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?

West Pine Elementary has many strengths to share. In looking at our NC Teacher Working Conditions Survey we see that 90% of classroom teachers feel they are allowed to focus on educating students with minimal interruptions. 80% of teachers feel they have sufficient instructional time to meet the needs of all students. This shows that we are making the most of quality instructional time. 86% of our third graders scored proficient or above in Reading and 81% scored proficient or above in Math. 74% of our 4th graders scored proficient or above in Reading and 83% in Math . 77% of our fifth graders scored proficient or above in Reading and 86% in Math. 77% of our school population scored proficient or above in Reading and 84% scored proficient or above in Math. 93% of our fifth graders scored proficient or above in Science.   According to EVAAS data West Pine Elementary "exceeded expected growth" and received a school performance grade of "B." We met 19 of 19, 100%, of our federal annual measurable objectives.

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

According to the NC Teacher Working Conditions Survey 41.5 % of teachers felt school administration did not enforce rules for student conduct consistently and 34.1% of teachers felt administration did not support teacher efforts to maintain discipline. This will be an area of focus for us within our culture goal. We also noticed 10 of our classroom teachers did not meet expected growth in Math. Looking at our EOY scores we noticed that only 6% of our African American population scored proficient or above and only 5% of our Hispanic population scored proficient or above. Looking deeper into the data it was evident that Measurement and Data is an area of weakness in Math with a 66.9 % subscore in the area of Measurement and Data.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

We do not have any school safety data at this time. This concern will be addressed at the start of the 2016-17 school year with a staff survey to determine our current state in terms of safety awareness and responses during critical times.

Priority Area 1:

Math

Priority Area 2:

Reading

Priority Area 3:

Teacher and student climate

Priority Area 4:

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Math
*SMART Goal ***S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**imebound	By June 2018, West Pine Elementary School will increase math proficiency by 10 percentage points in each subgroup; K-2 as measured by County Benchmarks and 3-5 as measured by NC EOG tests from 84% to 94%
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, West Pine Elementary will increase math proficiency by 5 percentage points in each subgroup: K-2 as measured by County Benchmarks and 3-5 as measured by NC EOG tests from 84% 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

Teachers will analyze the standards and plan collaboratively for math instruction so that the specific needs for all students can be met and gaps can be eliminated.

Action Steps to Implement Improvement Strategy

Vertical collaboration meetings will allow time for grade levels to express concerns and expectations for learning.
Grade level collaboration meetings will focus on data , strengths and weaknesses and critical areas
Supports for transitions from 2nd to 3rd grade
Analyze the strand proficiencies to determine instructional gaps
Research resource options to address instructional gaps
6) Implement additional resource options to improve student access to standards
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.

Internal PLC training

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement

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

13)Parent conferences held in conjunction with general education teacher and EC case manager aside from IEP meetings
14)Parent activity nights to celebrate what we are learning in Math
15)Student led parent conferences to review math data mid-year

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Engage New York will be utilized in grades K-5 so that students will learn on-going vocabulary and structures vertically

Action Steps to Implement Improvement Strategy

1) Implement math talk at faculty meetings

School wide math achievement recognition and celebrations

3)Use of the Eureka math program materials

A focus on resources to help us focus on measurement and data

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.

Allow staff members to attend Eureka Math training

11) Internal Professional Development for Engage New York

12)

Action Steps to Implement Associated Parental Involvement

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

13)Parent information nights

Parent Math Newsletters

15)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Develop, design and implement interventions systems to support EC students

Action Steps to Implement Improvement Strategy

1) Monitor and track all data points for EC students so that interventions are purposeful and targeted for each individual student
2) EC teachers will be included in grade level collaboration meetings to discuss progress of EC students
3) Inclusion strategies and structures will be shared with all classroom teachers so that extra support and specialized instruction can be provided during the regular education block
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) Training in intervention programs being used
11) Internal PLC training with EC team
12)

Action Steps to Implement Associated Parental Involvement

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

13) Parent conferences held in conjunction with general education teacher and EC case manager aside from IEP meetings
14)
15)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

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

Principal and Assistant principal observations, PLC discussions, walk throughs

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

Benchmarks, EOY scores

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

ACT: *School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).*

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

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	Reading
*SMART Goal **S*pecific, *M*easurable, *A*ttainable, *R*esults-Oriented, *T*imebound	West Pine Elementary School will increase Reading proficiency by 10 percentage points in each subgroup; K-2 as measured by County Benchmarks and 3-5 as measured by NC EOG tests from 77% to 87%
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017, West Pine Elementary increase Reading proficiency by 5 percentage points in each subgroup; K-2 as measured by County Benchmarks and 3-5 as measured by NC EOG tests from 77% to 82%
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 best practices for reading and writing instruction within the literacy block for all students

Action Steps to Implement Improvement Strategy

Introduction and implementation of the Daily 5 structure within the literacy block

Introduction and implementation of Lucy Calkins Units of Writing as a school wide writing program

Reading Counts

STAR testing

An established Reading intervention block

Reading Mastery activities

Reading intervention for grades K-2

Action Steps to Implement Associated Professional Development

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

Internal PLC training for all staff

11)Internal professional development in developmentally appropriate small group structures (Daily 5) within the classroom literacy block

12)Provide the opportunity for some staff members (teacher leaders) to attend Teachers College Reading, Writing Project

Action Steps to Implement Associated Parental Involvement

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

Parent conferences held in conjunction with general education teacher and EC case manager aside from IEP meetings

Parent information and literacy nights

15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Monitor and track all data points for EC students so that interventions are purposeful and targeted for each individual student

Action Steps to Implement Improvement Strategy
1)Design a master schedule that will ensure appropriate individualized reading instruction
Assess EC students using program diagnostics prior to placing in a specific program
3)Implement weekly collaboration meetings with EC team and administration
4)
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6)
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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)Training in intervention programs being used
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

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

1)
2)
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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?

Principal and Assistant principal observations, PLC discussions, walk throughs

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

Benchmark assessments and EOY assessments

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

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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?

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Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

Priority Area 1	Teacher and student climate
*SMART Goal ***S**pecific, **M**easurable, **A**ttainable, **R**esults-Oriented, **T**imebound	By 2018 WPE will increase teacher perception of administrative support for student discipline and consistency by 20% from 65.9% to 85.9 % as measured by the TWC survey.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By 2017 WPE will increase teacher perception of administrative support for student discipline and consistency by 10% from 65.9% to 75.9% as measured by the TWC survey
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

IMPROVEMENT STRATEGY #1

PBIS will be successfully re-established and implemented within the school

Action Steps to Implement Improvement Strategy

Establish a PBIS team to organize and monitor all activities
Monthly school-wide assemblies to introduce and roll out the components of PBIS to the students
Provide differentiated training for staff
A school-wide, consistent language and plan for discipline
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)WPE will participate in a schoolwide PBIS refresher course
11) PBIS will be the focus of designated staff meetings in order to review and discuss the PBIS process throughout the school year
12)

Action Steps to Implement Associated Parental Involvement

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

13)A parent representative will be a member of the PBIS team
14)A PBIS information session will be held within a PTO meeting
15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

A Culture and Climate Team will be established within the school including representation from all licensed and classified staff members

Action Steps to Implement Improvement Strategy

1) The Culture and Climate Team will meet once a month to discuss issues and solutions
2) School-wide assemblies will take place to celebrate success
3) School-wide activities will take place to encourage inter-grade level communication
4) Students and staff members will be recognized for personal accomplishments
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) No professional development needed
11)
12)

Action Steps to Implement Associated Parental Involvement

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

13) Parent representation on the Culture and Climate Team
14) Grade level representation at all PTO meetings
15) Family and community events

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy

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Action Steps to Implement Associated Professional Development

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

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 3 AND ASSOCIATED STRATEGIES

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

Mock TWC survey mid-year, data in Educators Handbook, teacher office referrals, student school culture survey

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

TWC survey, data from Educators Handbook

What does the data/evidence show regarding the results of the implemented strategies?

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