

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	910-947-2976
<b>School Name</b>	Cameron Elementary School	<b>Number:</b>	910-245-7814
<b>School Address:</b>	2636 NC Hwy 24/27 Cameron, NC 28326		
<b>Plan Year(s):</b>	2015-16		
<b>Date prepared:</b>	08/26/15		
<b>Principal Signature:</b>			Feb. 11, 2016
<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
Principal	Sloan E. Browning		
Teacher - EC/Self-Contained	Denise Graner		
Teacher - PE	Angie Shepard		
Teacher	Tammy Trueblood		
Teacher	Gayge Fritz		
Teacher	Jessica Henne		
Teacher	Kim Mabe		
Parent	Tina Stromko		
Parent	Candy Otte		
Parent	Holly Jorgenson		

**School Vision:**

At Cameron Elementary, we believe all of our students can learn. We will provide rigorous and engaging educational experiences, valuing individual strengths and learning styles. We will build a safe, nurturing environment that fosters exceptional relationships with our students, families and community.

**School Mission:**

Our mission at Cameron Elementary is to provide engaging experiences that guide students toward becoming productive, global citizens.



## School Improvement Plan

**School:** Cameron Elementary School

**Principal:** Sloan E. Browning

<b>State Board of Education Goal:</b> Goal 1: X Goal 2: X Goal 3: X Goal 4: Goal 5:
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning Culture	Assessment for Learning	Beginning Advancing	X Progressing Excelling
Community Leadership			

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

At End-of-Year 2014-15, 68% of students in K-3 were proficient in reading as reported by mCLASS TRC Proficiency. 70% of 3rd graders, 73% of 4th graders and 66% of 5th graders were proficient in reading as reported by SRI Growth Goal Report. End-of-Grade overall composite grade in 3-5 achievement score in reading was 66.

According to the Rdy Drilldown Report, our Performance Composite GLP for the 2013-2014 school year reveals a noticeable difference among our SWD and EDS subgroups as compared to overall student proficiency in reading. For example, our SWD subgroup in grade 4 was 33.3% proficient as compared to all students at 58.3% proficiency. Also worth noting, is that at EOY 2013-14, our females in grades 4 and 5 were significantly higher in proficiency in reading than our males. Specifically, in grade 4, females were 81.3% proficient where our males were 40% proficient; In grade 5, females were 61.9% proficient and males 36.4% proficient.

According to the same report (mentioned above) our Performance Composite GLP for the 2014-2015 school year reveals similar trends. There was a significant difference among our SWD and our EDS subgroups as compared to percent proficiency among all students in reading. Specifically, at grade 3, SWD were 27.3% proficient as compared to 63.8% overall; At grade 4, the SWD subgroup was 22.2% proficient compared to 65.9% overall proficiency; At grade 5, our SWD subgroup was 25% proficient as compared to 55.6% overall. Again, our females far exceeded the proficiency of our males at grades 3 and 5: 79.2% vs 47.8% proficient at grade 3 and 77.8% vs 33.3% proficient at grade 5.

As reported by Student Performance (Disaggregated Academic Data), our ED students did better in 2014-15 than in 2013-14 (55.2% to 50%), but dropped in 2014-15 to 50% proficient in GLP. We contribute this drop over the past year to the fact that our ED population increased by 11 students.

In 2013-14, 37.5% of our SWD were at GLP. In 2014-15, 25% were at GLP. We contribute this decrease in proficiency to the fact that we went from 16 students tested in 2013-14 to 28 tested in 2014-15.

**Annual Objective:**

By June 2016, Cameron Elementary School will increase proficiency among our SWD by 5%, from 25% to 30% as measured by the reading EOG.

**Mid Year Target:**

At MOY, 35% of SWD will show proficiency ( 70% or higher) as reported by the District Reading Benchmark Assessment.

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

<p>Administer and review formative assessments including mCLASS, Scholastic Reading Inventory and Reading Counts, and Imagine Learning so that we are able to identify at-risk students and monitor their progress on targeted instruction.</p> <p>Monitoring Update:</p> <p>mCLASS data is analyzed in data PLCs the week following the testing window's closing. Progress Monitoring fidelity is viewed weekly by principal and instructional coach. SRI reports are pulled weekly and discussed during data PLCs that meet once per month. Imagine Learning usage reports and growth reports are pulled weekly. Weekly PLCs will involve discussion regarding the skills in which individual students are struggling (per Imagine Learning) with discussion on interventions being done for these students. Imagine Learning discussions will begin in mid February.</p>	<p>All Certified Staff</p>	<p>mCLASS Assessment kits, progress monitoring materials, data monitoring during PD sessions, SRI and Reading Counts software, Imagine Learning, devices that are compatible with Imagine Learning</p>	<p>Administration Instructional Coach School Improvement Team/Teacher Advisory Committee (SIT/TAC)</p>	<p>mCLASS data reports, progress monitoring data and student achievement. SRI and Reading Counts data reports, Imagine Learning data, Lesson plans, school-wide data wall</p>	<p>October 1, 2015 January 30, 2016 March's Data PLC May 27, 2016</p>	<p>June 4, 2016</p>	
<p>Assist every student with establishing his/her individual reading goal so that student accountability and ownership is fostered.</p> <p>Monitoring Update:</p> <p>Reading growth is being tracked by students in a variety of ways i.e., lexiles, portfolios, words read, reading logs, accountability bookmarks, etc...</p>	<p>All certified staff</p>	<p>Student SRI lexile framework, reading map that tracks students' progress, Reading Counts software, open access to media center, reading incentive programs including One Book One School</p>	<p>Administration Media Specialist SIT/TAC</p>	<p>Data from reading maps, media circulation reports, SRI Growth Summary reports and mCLASS data</p>	<p>October 30, 2015 November 24, 2015 January 30, 2016 March 24, 2016 May 5, 2016</p>	<p>May 27, 2016</p>	

<p>All students will complete differentiated lessons and activities using Imagine Learning</p> <p>Monitoring Update:</p> <p>All students are utilizing Imagine Learning when our technology cooperates. On average, students are using Imagine Learning 15 to 20 minutes per day, approximately 3 times per week. Per the growth reports, students in each grade level grew significantly from October through November. Since November, we have experienced issues with the ipads being used for the program. Therefore, data is inconsistent.</p>	<p>ELA Teachers</p>	<p>Imagine Learning program, compatible devices for Imagine Learning, head sets with microphones and Imagine Learning PD</p>	<p>Administration Instructional Coach SIT/TAC</p>	<p>Data as reported by Imagine Learning, SRI data, mCLASS data, MOY benchmark data at 3-5 and K-2 ELA MOY assessment data.</p>	<p>October 30, 2015 December 17, 2015 Feb. 26, 2016 April 21, 2016 June 4, 2016</p>	<p>June 4, 2016</p>	
<p>Members of the Curriculum and Instruction Support Services will meet with each teacher to discuss reading progress based upon mCLASS and SRI data and will provide suggestions on intervention strategies.</p> <p>Monitoring Update:</p> <p>Discussions were completed on November 10, 2015. Teachers are utilizing the strategies suggested.</p>	<p>All regular ed classroom teachers and C&amp;I team members</p>	<p>mCLASS data, progress monitoring data, SRI, Reading Counts, Reading Plus data, IEPs, PEPs, SST paperwork, C&amp;N team member support</p>	<p>Administration Regular Ed Classroom Teachers EC Teacher Reading Specialist</p>	<p>Student intervention group assignments, PEP documentation of interventions, mCLASS and SRI data, notes from C&amp;I team sessions with teachers</p>	<p>November 10, 2015</p>	<p>November 10, 2015</p>	

<p>All teachers will participate in sessions with the district's ELA Specialist in order to dig deeper into the Standards and plan rigorous lessons.</p> <p>Monitoring Update:</p> <p>Suzanne Sell came on Oct. 29 and worked with all teachers on standards and lesson planning. Follow up with Sell is on-going and interactive.</p>	<p>All regular ed classroom teachers and Suzanne Sell</p>	<p>Journeys Teacher Editions, MCS Pacing Guides for ELA, Common Core and NC Essential Standards/Task Analysis, ELA, and Suzanne Sell</p>	<p>Administration</p>	<p>Lesson Plans, ELA BOY, MOY and EOY benchmark data, EOG data, Common Assessment Data, mCLASS data, SRI data</p>	<p>Data discussion during half day vertical PLCs: January 15, March 10, May 27</p>	<p>June 2016</p>	
<p>After school tutoring will begin in mid-April and run for 6 weeks, with students attending twice per week for one hour per day. Students attending tutoring will consist of those who are showing progress but are still slightly below proficiency at MOY benchmark. (Goal added on Feb. 10, 2016)</p>	<p>All regular ed classroom teachers and EC teachers</p>	<p>Journeys resources, supplemental resources such as leveled readers, mCLASS "what's next" intervention tools, Imagine Learning, benchmark item analysis, teacher-made assessment data, teacher-made pre-test created specifically for tutoring</p>	<p>Administration</p>	<p>post-test data upon completion of tutoring, 2015-16 EOG data</p>	<p>April 22, 29, May 6, 13 and 20</p>	<p>May 20, 2016</p>	



## School Improvement Plan

**School:** Cameron Elementary School

**Principal:** Sloan E. Browning

<b>State Board of Education Goal:</b> Goal 1: X Goal 2: X Goal 3: X Goal 4: Goal 5:
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning Culture	Assessment for Learning	X Beginning Advancing	Progressing Excelling
Community Leadership			

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

Per the Rdy Drilldown Report, our Performance Composite GLP for the 2013-2014 school year in mathematics reveals that our SWD subgroup in grades 3-5 was 18.8% proficient compared to all students' overall proficiency of 56.2%. At the end of the 2014-2015 school year, of the 127 students tested in mathematics, our SWD subgroup was 25% proficient, compared to the overall student proficiency at grades 3-5 of 48%.

Our EDS subgroup was 37.2% proficient, compared to the overall proficiency of students in grades 3-5 at 48%. This data supports the need for targeted instruction and intervention for our EDS and SWD subgroups. Out of 127 students tested, 16 are black. Of the 16 black students, 2 passed the math EOG in 2014-15. We have students that are identified in multiple subgroups such as our black, EDS and SWD.

**Annual Objective:**

By June 2016, Cameron Elementary School will increase proficiency among our black students by 5%, from 12.5% to 17.5% as measured by the math EOG.

**Mid Year Target:**

At MOY, 40% of black students will show proficiency on the MOY District Math Benchmark.

<b>Action Steps/Strategies</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Completion</b>
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	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>All teachers will participate in sessions with the district's Math Specialist in order to dig deeper into the Standards and plan rigorous lessons.</p> <p>Monitoring Update:</p> <p>Michelle Gray (Math Specialist) worked with K-2 teachers on Oct. 22 and 3-5 teachers on Nov. 10. She is returning on March 9 to follow up and then to share the 3 Mathematical Shifts, focusing on Coherence.</p>	All regular ed classroom teachers, Michelle Gray	Engage NY modules, MCS Pacing Guides for Math, Common Core and NC Essential Standards/Task Analysis, Michelle Gray	Administration Instructional Coach	Lesson Plans, Math BOY, MOY and EOY benchmark data, EOG data, Common Assessment Data	Data discussion during half day vertical PLCs: January 15, March 10, May 27	January 1, 2016  April 29, 2016	
<p>All teachers, grades K-5, will participate in Intentional Talks Math PD.</p> <p>Monitoring Update:</p> <p>Intentional Talks Math PD was presented by our Instructional Coach during the week of October 19 - 23 during PLCs.</p>	All regular ed. classroom teachers, principal and instructional coach	Mary Wannall, Instructional Coach and content of Intentional Math Talks PD	Administration Instructional Coach	Lesson plans, classroom observations, benchmark assessment data, Math EOG data, PLC minutes and instructional walk-throughs	October 30, 2015	October 30, 2015	October 23, 2015

<p>Once per month, data discussion will be held in each grade level PLC.</p> <p>Monitoring Update:</p> <p>These discussions continue and are beneficial to teachers as they are able to target individual students who need targeted instruction. Teachers drill down enough within the data to determine specific skills that students need. Teachers also participated in a PD session on how to pull and analyze EVAAS data. This session took place on Jan. 20, 2016.</p>	<p>All regular ed classroom teachers, principal, instructional coach</p>	<p>Engage NY modules, NC Common Core State and Essential Standards, Pacing Guides, EVAAS data, EOG (math) data and both district and in-house benchmark assessments</p>	<p>Administration Instructional Coach</p>	<p>PLC minutes, math benchmark assessment data, EC student data/IEPs</p>	<p>Monthly - October 2015 through May 2016</p>	<p>June 4, 2016</p>	
<p>Once every grading period, vertical teams (K-2 and 3-5) will analyze/discuss data and plan math lessons for half of the school day (K-2 in the mornings; 3-5 in the afternoons).</p> <p>Monitoring Update:</p> <p>Vertical planning is taking place once every grading period. These planning sessions include data analysis and discussion, lesson planning and in January, teachers began participating in reflective planning with the instructional coach. 30 minutes of the remaining vertical half-day PLCs will be devoted to reflective planning. Additionally, each grade level will devote 30 minutes, once per week after school to reflective and purposeful planning with the instructional coach and principal.</p>	<p>All regular ed classroom teachers, principal, instructional coach</p>	<p>Engage NY modules, NC Common Core State and Essential Standards, Pacing Guides, EVAAS data, EOG (math) data and both district and in-house benchmark assessments, Michelle Gray (District Math Specialist)</p>	<p>Administration Instructional Coach SIT/TAC</p>	<p>PLC minutes, lesson plans, math benchmark assessment data, EC student data/IEPs, SIT/TAC agendas and minutes</p>	<p>October 9, 2015 January 15, 2016 March 10, 2016 May 27, 2016</p>	<p>May 31, 2016</p>	

<p>K-5 teachers will create math assessments using Engage NY module assessments, SchoolNet and Front Row Ed. These assessments will be cumulative so that students can create and chart their growth in math.</p> <p>Monitoring Update:</p> <p>Each grade level created a math assessment that was cumulative and gave the assessment at BOY to establish baseline for tracking student growth in math. The same assessment will be given during the month of February (deadline is Feb. 26) and will be given at EOY.</p>	<p>All regular ed classroom teachers</p>	<p>Engage NY modules, Instructional Coach, Front Row Ed,, SchoolNet, NC Common Core and Essential Standards, Pacing Guides</p>	<p>Administration Instructional Coach</p>	<p>Lesson plans, sign-in sheets for planning sessions, cumulative math assessments, assessment data</p>	<p>November 19, 2015 January 27, 2016 April 29, 2016</p>	<p>May 13, 2016</p>	
<p>All teachers (K-5) will implement Engage NY as a resource for delivering math instruction.</p> <p>Monitoring Update:</p> <p>7 out of 10 regular ed classroom teachers are utilizing Engage NY as their primary resource for delivering math instruction.</p>	<p>All regular ed classroom teachers, Instructional Coach</p>	<p>Engage NY modules for every teacher, Instructional Coach, District Math Specialist</p>	<p>Administration Instructional Coach</p>	<p>Lesson Plans, classroom observations, instructional walk-throughs, math assessment data</p>	<p>Monthly from August 2015 through June 2016 via staff meetings and/or PLC data meetings</p>	<p>June 2016</p>	

<p>All math teachers will participate in at least one coaching cycle with our instructional coach.</p> <p>Monitoring Update:</p> <p>Per conversation with School Improvement Team members, the focus for the remainder of the school year for our instructional coach will be to provide assistance with purposeful and reflective lesson planning. Also per school administration, the teachers who needed to participate in coaching cycles have already participated and have demonstrated expectations of instruction delivery. Weekly planning sessions will begin the week of February 22.</p>	<p>All regular ed classroom teachers at K-2 and all reg. ed. math teachers at 3-5, Instructional Coach</p>	<p>Engage NY Modules, PD for Mary at coach's meetings, PD for staff as needed on Engage NY</p>	<p>Administration</p>	<p>Lesson plans, Notes from planning sessions between teachers and coach, PD agendas, teacher observations by admin (formal and informal), evidence within the classroom of Engage NY instructional delivery practices</p>	<p>Monthly staff meetings and/or PLCs from October 2015-May 2016</p> <p>Coach will brief admin following each cycle.</p>	<p>June 2016</p>	
<p>All math teachers (K-5) will participate in at least one Teaching Study facilitated by Sloan Browning, Principal.</p> <p>Monitoring Update:</p> <p>The first teaching study is currently being planned and will take place during the week of Feb. 22.</p>	<p>K-5 regular ed classroom teachers and EC/Resource teacher</p>	<p>Timeline for Teaching Studies, coverage for teachers</p>	<p>Administration</p>	<p>Schedule (dates and times) for Teaching Studies, minutes from each study's feedback/debriefing session, lesson plans, student growth data, benchmark assessment data, EOG data.</p>	<p>December 11, 2015 February 29, 2016 April 30, 2016</p>	<p>May 2016</p>	



## School Improvement Plan

**School:** Cameron Elementary School

**Principal:** Sloan E. Browning

<b>State Board of Education Goal:</b> Goal 1: X Goal 2: X Goal 3: X Goal 4: Goal 5:
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<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning Culture	Assessment for Learning	X Beginning Advancing	Progressing Excelling

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

End-of-Grade overall composite achievement score in grade 5 science was 47.  
 40% of 5th graders were proficient on the 2014-2015 Science End-of-Grade assessment.  
 44% of 5th graders were proficient on the 2013-2014 End-of-Grade assessment.  
 14% of 4th graders scored 70% correct or higher on the NCFE Science test at the end of the 2014-15 school year.

Additionally, per the Rdy Drilldown Report, our Performance Composite GLP in science reveals that of the 43 students tested, 28 of those students fell within the EDS subgroup and within that subgroup, 35.7% were proficient at EOY 2013-2014. At EOY 2014-2015, overall proficiency in science at grade 5 was 41.7%. Less than 5 students within the SWD subgroup were proficient. 31.8% of our EDS subgroup were proficient.

**Annual Objective:**

By June 2016, Cameron Elementary School will increase proficiency among 5th grade students by 8%, from 47% to 55% as reported by the science EOG.

**Mid Year Target:**

The average percent correct among 5th graders will be 70%% as reported by the District MOY Science Benchmark.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Cameron Elementary School's Master Schedule will be adjusted so that adequate time for science instruction is taking place daily.</p> <p>Monitoring Update:</p> <p>On Jan. 28, 2016, our SIT met with Dr. Kelly Hales, District Director of Federal Programs and a game plan was established. Administration is collecting copies of master schedules from other elementary principals across the district in order to get ideas on how to tweak Cameron's master schedule. Once copies are obtained, the SIT will meet again to do comparisons and discuss our school's non-negotiables regarding instructional time, etc... We will work toward having the master schedule complete and submitted to our data manager by May 1.</p>	SIT/TAC, principal, data manager	Assistance from District Administration	Administration SIT/TAC	Final Master Schedule, lesson plans, student growth data	November 30, 2015	January 4, 2016 May 1, 2016	

<p>All students in grades K-5 (including our EC Self-Contained students) will participate in a school-wide Science Showcase.</p> <p>Monitoring Update:</p> <p>Planning is in progress for this event. The date for the event is March 22. K-2 will do a class project and 3-5 is doing individual projects. EC Self-Contained class is doing a class project.</p>	<p>All regular ed and EC/Resource teachers</p>	<p>Science Showcase committee members: Janna Kennedy Dawn Lanier Pam Gaddy</p>	<p>Administration 5th Grade Science Teacher SIT/TAC</p>	<p>Lesson plans, timeline for the showcase, rubric for project components, students' plans for their projects, science benchmark data</p>	<p>January 8, 2016 February 26, 2016 March 18, 2016</p>	<p>March 23, 2016</p>	
<p>Establish a robotics team to represent our school during the MCS Robotics Showcase.</p> <p>Monitoring Update:</p> <p>We have two robotics teams (4th grade team and a 5th grade team). Teams are meeting after school for one hour every other Monday with their coaches and our Digital Integration Facilitator (Clint Rogers). Clint also works with teachers across grade levels in order to plan and facilitate lessons utilizing robotics.</p>	<p>Clint Rogers (DIF), grade 3-5 teachers</p>	<p>Lego EV3 kit, students to make up the team, DIF support, PD for team coach</p>	<p>Administration Digital Integration Facilitator (DIF)</p>	<p>PD sign-in sheets and agendas, timeline for coach and team, MCS Robotics Showcase, student growth data</p>	<p>November 16, 2015 January 29, 2016 February 26, 2016 March 24, 2016 April 29, 2016 May 31, 2016</p>	<p>May 31, 2016</p>	



## School Improvement Plan

**School:** Cameron Elementary School

**Principal:** Sloan E. Browning

**State Board of Education Goal:**  
 Goal 1:  
 Goal 2:  
 Goal 3:  
 Goal 4:  
 Goal 5:

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

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

**Annual Objective:**

**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