

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Robbins Elementary School	Number:	348
School Address:	268 Rushwood Road Robbins, NC 27325		
Plan Year(s):	2015-2016		
Date prepared:	November 2, 2015		
Principal Signature:			2/11/16
Local Board Approval Signature:			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	Kim Bullard	Assistant Principal	Carla Neal
2nd/3rd grade teacher rep./ SIT	Judy Oerke	4th/5th Teacher rep./ SIT secretary	Rachael Ray
PreK- Second Grade Teacher rep	Holli Curry	Instructional Assistant Rep.	Vicky McLeod
Specialist rep.	Kim McQueen	Intervention teacher rep.	Patricia Richardson
ESL rep.	Sherrill Morrison	Parent rep.	Mayra Ramirez
Instructional Coach	Amy Hayes	Parent rep.	Luci Prazeres Salazar
		Parent rep.	Shawn Welch

School Vision:

We are committed to profound learning that enhances the quality of life for each individual.

School Mission:

Our mission is to nurture and create responsible student citizens capable of life long learning in a diverse and changing world.



School Improvement Plan

School: Robbins Elementary School

Principal: Kim Bullard

State Board of Education Goal: Goal 1: X Goal 2: Goal 3: Goal 4: Goal 5:
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Pathway:	Critical Element:	Current Growth Stage:	
X Learning Culture	Community Leadership Alignment to Standards	X Beginning Advancing	Progressing Excelling

What data provides evidence of current growth stage?

Based on three years of EOG test data in Math, Robbins Elementary has some areas of needed improvement. Robbins has a unique student membership composition as compared to the rest of Moore County Schools. In grades 3-5, 30% of the students are identified Limited English Proficient (LEP), and students within this subgroup are in at least one other subgroup (Hispanic) and possibly two (EDS). 84% of our students are in the EDS subgroup which means that they would impact multiple subgroups. As a school in Math, the proficiency has increased relatively with the demographics within grades 3 through 5. Additionally, there are specific subgroups of students that are noted to be performing lower than other subgroups. The school is focused on these data to points:

EOG Grade Level Proficiency- All students

	2014-15	2013-14	2012-13
Grade 3-	40.5%	38.5%	21.2%
Grade 4-	21.1%	29.0%	17.4%
Grade 5-	33.3%	29.6%	17.2%

Overall EOG Performance Composite By Subgroup 2014-15

All-32.1 (215 students); Female- 30.8 (107 students); Male 33.3 (108 students) ; Black- 41.7 (12 students); Hispanic- 26.4 (129 students); White- 41.4 (70 students); Economically Disadvantaged- 28.8 (191 students); LEP- 13.8 (65 students) , SWD- 8.7 (23 students) ; AIG- >95 (9 students)

For the 2014-15 our school performed at 20.5% proficient as measured by EOG in grades three -five- not meeting AMO target of 53.9%. Incremental targets will be set that align to meet the 2017-18 target of 71.3%: 2015-16 target of 45% proficiency, 16-17 target of 58.1% proficiency and 2017-18 target of 71.3%.

Annual Objective:

By June 30, 2016, the subgroup all students will have an increase in proficiency from 20.5% to 45% as measured by NC EOG in Math.

Mid Year Target:

Math proficiency on quarterly benchmark assessments provided by the county will show that 60% of our students are performing at or above mastery as compared to county averages.

Grade % Correct BOY- School % Correct BOY Dist. % Correct MOY Sch. % Correct MOY Dist.

3	59	65	65	67.2
4	58	65	63	66.2
5	58	74	61	67.7

- An increase in the percent correct is shown in all grade levels as evidenced by benchmark data. Benchmark data shows that in third, fourth and fifth grade, our midyear target was met in all grade levels. Our data shows that while we have met our goal, we have also exceeded what the county has shown in proficiency. In third grade, our school showed an increase in proficiency from BOY to MOY of 6% while the county showed a proficiency of 2.2%. In fourth grade, our students showed an increase in proficiency of 5% while the county showed an increase in proficiency 1.2%. In fifth grade, our students showed an increase in proficiency of 3% while the county showed a decrease in proficiency of 6.3%. Discussions with teachers about standard proficiency and ways to target needs and enrichment will occur during PLC times. Continued implementation of strategies below will be ongoing to support Math instruction.

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

<p>Teachers will implement at least 60 minutes per day of Math Instruction in their classroom based on the Eight Mathematical practices. Administrators will monitor implementation and provide feedback based on these practices.</p>	<p>All certified staff</p>	<p>State Standard - Math PLC Professional Development - 8 Mathematical Practices Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coaches</p>	<p>Schedule Adm. Observations - Formal and Informal Lesson Plans Data Formative and Summative Assessments</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
<p>Professional development for teachers will occur on a regular and consistent basis during PLC's throughout the year that focuses on strategies that support effective Mathematical Instruction. Administrators will monitor the implementation of strategies learned by teachers in the classroom and provide feedback.</p>	<p>All certified staff</p>	<p>MCS Math Pacing Engage NY State Standards - Math PLC MCS Instructional Support Matrix-Mathematics SIOP training</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reader Interventionist ESL Teachers</p>	<p>Calendar Agendas Notes/Minutes Lesson Plans Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	

<p>Administrative team will monitor the implementation of SIOPI model strategies into daily lesson design by teachers and provide feedback.</p>	<p>All staff</p>	<p>Professional Development</p>	<p>Principal Assistant Principal Certified Teachers Instructional Assistants</p>	<p>Schedule of PD Agenda of PD Lesson Plans Formative and Summative Assessments</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
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School Improvement Plan

School: Robbins Elementary School

Principal: Kim Bullard

State Board of Education Goal: Goal 1: X Goal 2: Goal 3: Goal 4: Goal 5:
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Pathway:	Critical Element:	Current Growth Stage:	
X Learning Culture	Alignment to Standards	X Beginning Advancing	Progressing Excelling
Community Leadership			

What data provides evidence of current growth stage?

Based on three years of EOG test data in Reading, Robbins Elementary has some areas of needed improvement. Robbins has a unique student membership composition as compared to the rest of Moore County Schools. In grades 3-5, 30% of the students are identified Limited English Proficient (LEP), and students within this subgroup are in at least one other subgroup (Hispanic) and possibly two (EDS). As a school in Reading, the proficiency has decreased relatively the same with the demographics within grades 3 through 5. Additionally, there are specific subgroups of students that are noted to be performing lower than other subgroups. The school is focused on these data to points:

mClass- BOY 2015-16- 38.6% well below benchmark, 11.6% below benchmark and 49.8% at benchmark

Scholastic Reading Inventory (SRI) BOY 2015-16 grades 2-5 Advanced- 6% (18 students), Proficient- 20% (59 students), Basic- 32% (93 students), Below Basic-41% (118 students)

WIDA - World Class Instructional Design and Assessment- 23 students out of 141 students exited ESL services based on Spring 2015 test results

EOG Grade Level Proficiency- All students

	2014-15	2013-14	2012-13	
Grade 3-	33.3%	50.0%	21.2%	
Grade 4-	38.0%	46.0%	26.1%	
Grade 5-	26.7%	34.7%	21.9%	

Overall EOG Performance Composite By Subgroup 2014-15

All-33.0 (215 students); Female- 36.4 (107students) ; Male 29.6 (108 students); Black- 33.3 (12 students); Hispanic- 24.8 (129 students); White- 48.6 (70 students); Economically Disadvantaged- 29.3 (191 students); LEP- 13.8 (65 students), SWD-<5 (23 students) ;
AIG- >95 (9 students)

For the 2014-15 our school performed at 22.3% proficient as measured by EOG in grades three -five- not meeting AMO target of 55.1%. Incremental targets will be set that align to meet the 2017-18 target of 71.9%: 2015-16 target of 40% proficiency, 16-17 target of 55% proficiency and 2017-18 target of 71.9%.

- Prior to the beginning of the 2015-16 school, no class focused on developing students in their primary language of Spanish, which is essential for developing fluent second language learners.

Annual Objective:

By June 30, 2016, the subgroup all students will have an increase in proficiency from 22.3% to 40% as measured by NC EOG in Math.

Mid Year Target:

Reading proficiency on quarterly benchmark assessments, mclass data, SRI data and WIDA data will show at least 60% of our students performing at or above proficiency as measured by these assessments.

- 2015 BOY/MOY Benchmark testing

Grade % Correct BOY- School % Correct BOY Dist. % Correct MOY Sch. % Correct MOY Dist.

4	57	67	57	64.0
5	50	59	59	67.5

- Analysis of the data shows that while we did not meet our target of 60% proficiency in both grades four and five, we maintained our level of proficiency in fourth grade benchmarks while the county comparison shows a drop in proficiency. In fifth grade, we showed an increase in proficiency from the BOY to MOY of 9% while the district made a gain of 6.5%. Our increase in proficiency exceeded the district's growth from BOY to MOY.

- Based on BOY and the At Risk window SRI data

BOY # of students	At risk window	# of students
Adv. 4%	10	4% 10
Prof. 14%	36	22% 54
Basic 35%	89	35% 89
Below 46%	116	39% 98
Basic		

- Only students that were identified at risk participated in the At risk window testing. There was an increase in the number of students that were leveled at proficiency from BOY to at risk testing window.
- African American students went from 27% proficient to 72% proficient.
- Male Hispanic students is area across all data points that we need to address for proficiency and growth.
- As of December 2015 we have 140 (28%) students identified as LEP. LEP students at RES for the past three years make up 46-48% of the total LEP student population in MCS. WIDA testing will take place in the Spring to measure number of students that test out. 2014-15 AMAO target of LEP students exiting was 14.6%. We exceeded this target with 16%. This was an increase from 2013-2014 which was 10%.
- An assessment of our Language Academy student's proficiency in Spanish was conducted in February. Overall, our students were at 56% proficient with high frequency words in Spanish. The target was 60% at this point in the school year, which we were slightly below overall.
- Continued implementation and monitoring of use of strategies below will take place.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will implement a 90 minute literacy block and 30 minute Writing block. Administration will monitor implementation of literacy block and provide feedback.	All certified staff	Reading Domains PLC Pacing Guides Professional Development SIOP framework	Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers	Lesson Plans Schedule Formative and Summative Data	Weekly	June 8, 2016	

<p>Classroom teachers and intervention teachers will identify and monitor progress of Tier II and III students that receive reading intervention instruction each day. Administrators will monitor implementation of interventions and progress with teachers to provide feedback to students and teachers.</p>	<p>All certified staff</p>	<p>Data Analysis PLC Student Support Team Pacing Guides PEPs MCS Instructional Support Matrix-Literacy LLI Reading Intervention Teachers Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>Administrative Observations - Formal and Informal Formative and Summative Data Schedule</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
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<p>Teachers will implement literacy framework by incorporating literacy domains and strategies into lesson plans so that students are able to utilize a variety of literacy strategies that will ensure alignment to standards. Administrators will monitor classroom implementation and provide feedback.</p>	<p>All certified staff</p>	<p>I can ...statements. PLC Pacing Guides Journeys Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>System 44 Read 180 Data Formative and Summative Data Lesson Plans</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
<p>Teachers will plan differentiated literacy assignments aligned with literacy skills with a focus on nonfiction text to meet the individual learning needs of students. Administrators will monitor classroom implementation and provide feedback.</p>	<p>All certified staff</p>	<p>State Standards - Science and Social Studies PLC Pacing Guides Professional Development SIOP framework</p>	<p>Principal Assistant Principal Instructional Coach K-5 Teachers Reading Interventionist ESL Teachers</p>	<p>Lesson Plans Literacy Assignments PLC minutes/handouts Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	

<p>Teachers will select appropriate strategic interventions aligned with each student's specific needs based on mClass data. Administrators will monitor the implementation of interventions and along with teachers, provide feedback to students.</p>	<p>All certified staff</p>	<p>Region 4 - DPI Literacy Specialist</p> <p>PLC</p> <p>mClass Item Level Advisor</p> <p>Home Connect</p> <p>LLI</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach</p> <p>K-5 Teachers</p> <p>Reading Interventionist</p> <p>ESL Teachers</p>	<p>System 44/Read 180 Data</p> <p>Attendance Roster</p> <p>Student Support Team</p> <p>Lesson Plans</p> <p>Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	
<p>Administrative team will monitor the implementation of read to achieve and will track kindergarten through third grade students' reading progress so that reading proficiency will increase and provide feedback.</p>	<p>All certified staff</p>	<p>Region 4 - DPI Literacy Specialist</p> <p>Beginning of Grade assessment for 3rd grade</p> <p>mCLASS</p> <p>MCS Instructional Support Matrix - Literacy</p> <p>Professional Development</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Instructional Coach</p> <p>K-5 Teachers</p> <p>Reading Interventionist</p> <p>ESL Teachers</p>	<p>PEPs</p> <p>Intervention Documentation</p> <p>Student Support Team</p> <p>mCLASS Progress Monitoring</p> <p>SRI</p> <p>www.fcrr.org</p> <p>www.easycbm.org</p> <p>Formative and Summative Data</p>	<p>Weekly</p>	<p>June 8, 2016</p>	

<p>Administrative team will monitor the implementation of the Language Academy in Kindergarten to enhance the educational opportunities for students in both English and Spanish and provide feedback.</p>	<p>Kindergarten Cohort</p>	<p>VIF</p>	<p>Principal</p>	<p>Administrative Observations Lesson Plans Benchmark/mclass data</p>	<p>Monthly</p>	<p>June 8, 2016</p>	
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School Improvement Plan

School: Robbins Elementary School

Principal: Kim Bullard

State Board of Education Goal: Goal 1: Goal 2: Goal 3: Goal 4: Goal 5: X
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Pathway:	Critical Element:	Current Growth Stage:
Learning X Culture	Community Leadership Emotional Safety	X Beginning Advancing Progressing Excelling

What data provides evidence of current growth stage?

Based on three years' of data, Robbins Elementary has had an increase in the teacher turn over rate as compared to the district turnover rate.
 2012-13- 7.89% turnover rate compared to the district rate of 14.52%
 2013-14- 12.5% turnover rate compared to the district rate of 16.79%
 2014-15- 21.1% turnover rate compared to the district rate of 17.29%

Teacher Years of Experience

2015-16	Percent	2014-15	Percent	2013-14	Percent
0-5	14	34.1%	10	29.4%	9
6-10	8	19.5%	7	20.6%	8
11-15	5	12.2%	6	17.6%	8
16-20	6	14.6%	4	11.8%	6
21 plus-	8	19.5%	7	20.6%	8

- Based on the above information, over 50% of our teachers at Robbins Elementary have less than 10 years of experience teaching in the classroom.

OCR (Office of Civil Rights) Data - Spring 2015 Staff responses

"My school emphasizes using instructional materials that reflect the culture or ethnicity of its students."

2012-2013 responses- No- 9.3 % Yes- 90.7%
 2013- 2014 responses- No- 26.23% Yes- 73.77%
 Change- No- 16.93% Yes- -16.93%

Based on Teacher Working conditions survey (Spring 2014):

- Teachers are recognized as educational experts. 31% agree or strongly agree compared to MCS at 71% agree or strongly agree.
- Teachers are trusted to make sound professional decisions about instruction. 24% agree or strongly agree compared to MCS at 67% agree or strongly agree.
- Teachers are relied upon to make decisions about educational issues. 22% agree or strongly agree compared to MCS at 67% agree or strongly agree.

Annual Objective:

By June 30, 2016, there will be an increase in the number of teachers that respond that teachers are recognized as educational experts from 31% agree or strongly agree to 50% agree or strongly agree.

Mid Year Target:

Teacher turnover rate as measured in March of 2015 will decrease by 10%.

Mid year teacher turnover data is not available at this time. Continued focus on existing data will be used to address areas that have been deemed as areas of concern.

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

Administrative team will continue to utilize the results of the OCR data, TWC survey and other surveys to protect emotional safety and promote a healthy environment and provide feedback.	All Certified Staff	Surveys	Principal Assistant Principal	Administrative Observations Formal and Informal Surveys OCR Data Attendance Data (Employee)	Monthly	June 8, 2016	
Review TWC survey with SIT and staff to identify and target areas of concern once 2016 TWC survey results are released	All certified Staff	Surveys	School Improvement Team	Survey Results Analysis of survey results	Monthly	April 2016	
Administration and SIT will develop an exit interview questionnaire to identify root causes of teachers leaving.	SIT	Survey	Principal Assistant Principal	Interview notes Questionnaire	As needed	June 2016	



School Improvement Plan

School: Robbins Elementary School

Principal: Kim Bullard

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

Pathway:	Critical Element:	Current Growth Stage:
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