![Moore County Schools logo — MOORE COUNTY SCHOOLS, Growing to Greatness]

Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	**Number:**	630
School Name	Elise Middle School	**Number:**	320
School Address:	180 W. Elm Street Robbins, NC 27325		
Plan Year(s):	2013-2014		
Date prepared:	September 10, 2014		
Principal Signature:			
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	Seth Powers	Parent	Miriam Guillen
Media Coordinator (Chair)	Brandi Dowd	Parent	TBD
6th Grade Teacher	Lori Johnson	Parent	Amy Leslie
7th Grade Teacher	Laura O'Connor		
8th Grade Teacher	Dianna Richardson		
EC Teacher	Sherry Lovell		
Band Teacher	Susie Campbell		
Support Staff	Wendy Dunlap		
Instructional Coach	Angie Corrado		

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 2013-2014		
Students	**Numbers**	**Percentages**
Male	120	54%
Female	102	46%
White	64	29%
Black	18	9%
Hispanic/Non-Hispanic	130	59%
Hawaiian/Am. Indian	0	0
Multi-racial	10	5%
SWD	31	14%

Free/Reduced Lunch Profile 2013-2014 Percentage: 89%		
Total Students	**Reduced Students**	**Free Students**
230	14	191

Disaggregated Data Chart EOG Reading 2013-2014						
Grade	**White**	**Black**	**ED**	**LEP**	**SWD**	**ALL**
6	56.3%	37.5%	51.6%	9.1%	10%	51.6%
7	26.9%	28.6%	35.9%	<5	<5	34.1%
8	48.7%	14.3%	49.2%	N/A	<5	51.2%

Disaggregated Data Chart Math 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
6	6.3%	12.5%	17.7%	9.1%	10%	17.2%
7	19.2%	<5	26.9%	<5	<5	25.6%
8	69.2%	28.6%	53.8%	N/A	12.5%	60.7%

Lexile Data 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
6	38%	50%	N/A			30%
7	75%	25%	N/A			47%
8	28%	14%	N/A			30%

1. What does the analysis tell you about your school's strengths?
According to 2013-2014 EOG data when looking at cohort groups 6th grade reading proficiency showed a 20 percentile point gain and 8th grade math showed a 16 percentile point gain. 100% of Math 1 students passed their EOC. 8th grade science proficiency was 80% and met 8 of 8 AMO targets. Elise Middle Exceeded Expected Growth for the 2013-2014 school year.

2. What does the analysis tell you about your school's gaps or opportunities for improvement?
Overall, proficiency levels in the areas of reading and math are a concern, particularly in 6th grade math (17.2%), 7th grade math (25.6%), and 7 grade reading (34.1%).

Elise Middle met 20 of 29 AMO targets in 2013-2014 indicating that the need to focus attention on the following student subgroups:

Reading
Black achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and 6.3% (GLP), 7th grade - 15.2 (CCR) and no gap (GLP), 8th grade - 39% (CCR) and 34% (GLP)
Hispanic achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 4% (CCR) and no gap (GLP), 7th grade - reverse gap of 14% (CCR) and reverse gap of 11% (GLP), 8th grade - 15% (CCR) and reverse gap of 8% (GLP)
Limited English Proficiency (LEP) achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 28% (CCR) and 47% (GLP), 7th grade - 15% (CCR) and 23% (GLP), 8th grade - not enough members for a subgroup
Students with Disabilities (SWD) achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 27% (CCR) and 46% (GLP), 7th grade - 15% (CCR) and 23% GLP), 8th grade - 38% (CCR) and 44% (GLP)

Math

Black achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and reverse gap of 6% (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - 35% (CCR) and 40% (GLP)

Hispanic achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - reverse gap of 10% (CCR) and reverse gap of 16% (GLP), 7th grade - reverse gap of 20% (CCR) and reverse gap of 14% (GLP), 8th grade - 16% (CCR) and 12% (GLP)

Limited English Proficiency (LEP) achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and no gap (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - not enough members for a subgroup

Students with Disabilities (SWD) achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - reverse gap of 6% (CCR) and reverse gap of 4% (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - 52% (CCR) and 57% (GLP)

AMO Targets not met: Reading - All (-17.8), White (-24.1), EDS (-5.7), SWD (-17.6)
Math - All (-17.8), Hispanic (-8.6), White (-22.9), EDS (-7.9), SWD (-14.9)

Composite proficiency for subgroups: White - 50.7%, Hispanic - 48.9%, Black - 23.5%, Multi-racial - 44.4%, EDS - 44.1%, LEP - 8.1%, SWD - 9.7%

3. What data is missing and how will you go about collecting this information for future use?
There is no subgroup for Hispanic listed for EOG or Lexile data in the table above. LEP is listed but the vast majority of Hispanic students are not LEP. With nearly 60% of the student population at Elise being Hispanic we must focus heavily on and understand the data for this subgroup.
Hispanic Lexile Data
6th grade - 26% proficient
7th grade - 38% proficient
8th grade - 32% proficient

EOG and Lexile data raise some question as to the differences between EOG proficiency and Lexile proficiency correlation.

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.
Reading proficiency as a school, but particularly in 7th grade - See reading data above
Math proficiency as a school, but particularly in 6th and 7th grade - See data above
Achievement gaps for minority subgroups - See data above

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

Pathway:		Critical Element:	Current Growth Stage:	
[X] **Learning**	[ ] **Community**	Engagement	[ ] **Beginning**	[X] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

Composite reading proficiency on EOG in 2013-2014 was 31.3% (CCR) and 45.2% (GLP)

6th grade reading proficiency on EOG in 2013-2014 was 34.4% (CCR) and 51.6% (GLP)

7th grade reading proficiency on EOG in 2013-2014 was 25.6% (CCR) and 34.1% (GLP)

8th grade reading proficiency on EOG in 2013-2014 was 34.5% (CCR) and 51.2% (GLP)

Composite lexile individual student growth goal met for the year (EOY 2013-2014) was 64%

6th grade lexile individual student growth goal met for the year (EOY 2013-2014) was 79%

7th grade lexile individual student growth goal met for the year (EOY 2013-2014) was 51%

8th grade lexile individual student growth goal met for the year (EOY 2013-2014) was 64%

Black achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and 6.3% (GLP), 7th grade - 15.2 (CCR) and no gap (GLP), 8th grade - 39% (CCR) and 34% (GLP)

Hispanic achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 4% (CCR) and no gap (GLP), 7th grade - reverse gap of 14% (CCR) and reverse gap of 11% (GLP), 8th grade - 15% (CCR) and reverse gap of 8% (GLP)

Limited English Proficiency (LEP) achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 28% (CCR) and 47% (GLP), 7th grade - 15% (CCR) and 23% (GLP), 8th grade - not enough members for a subgroup

Students with Disabilities (SWD) achievement gap in reading as measured by the EOG in 2013-2014 is: 6th grade - 27% (CCR) and 46% (GLP), 7th grade - 15% (CCR) and 23% GLP), 8th grade - 38% (CCR) and 44% (GLP)

Annual Objective:

55.1% of all students at Elise Middle School will meet or exceed Grade Level Proficiency targets, 42% of students will meet or exceed College and Career Ready proficiency targets, and/or 75% of students will meet their individual lexile growth goal in reading, as measured by North Carolina's End-of-Grade reading assessment and the Scholastic Reading Inventory (SRI), by June, 2015.

Mid Year Target:

50% of students at each grade level will score 70% or better on mid-year reading benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Core teachers will meet monthly with content area specialists from the Instructional Design and Innovation (IDI) team so that teachers are supported in the use of best teaching practices in order to promote student achievement in reading.	IDI team Core teachers Instructional Coach Seth Powers	Planning time	Seth Powers	Meeting dates/meeting notes Formal/Informal teacher observation	PLC meetings on: Sept. 23 Nov. 18 Dec. 16 Feb. 3 Feb. 24 March 10 April 21 May 19	Ongoing - May, 2015	
Interim assessments in reading will be administered to students every 4 1/2 weeks with resulting data used to monitor student progress so that teachers may adjust instruction as appropriate for the benefit of improving individual student reading ability.	IDI Team Lori Johnson Amanda O'Shields Rachel Steele Instructional Coach Michelle Bennett Seth Powers	Interim assessments Training for teachers in the use assessments in Homebase/Schoolnet	Instructional Coach	Assessment data PLC minutes Formal/Informal teacher observations	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - May, 2015	
Teachers will utilize technology in daily instructional practice so that students are engaged in profound learning experiences utilizing technology to create, collaborate, communicate, and publish work products.	Seth Powers Michelle Bennett Classroom teachers Deanna Boesch	1:1 Chromebooks Protocol/Standards for use Tech-Thursdays Training in best practices for use of technology for instructional practice	Seth Powers Deanna Boesch	Formal/Informal teacher observation Student work products Tech Thursday/Training	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15	Ongoing - June, 2015	

| Action Steps/Strategies | Implementation | | Monitoring | | | Completion | |
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
					March 10		
A competitive reading incentive program between grade levels will offer students tangible rewards for meeting set goals related to Reading Counts points, reading non-fiction text, and reading within their appropriate lexile range so that students have incentive to work hard to meet individual and grade level goals.	Instructional Coach Brandi Dowd Classroom teachers Seth Powers	Reading Incentive Plan Reading Incentive Rewards Visual Competition Standings SRI data Reading Counts data	Instructional Coach	Reading Incentive Plan Visual of competition standings in the media center List of students receiving reading incentives	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - June, 2015	
A One School, One Book shared reading experience where activities at school coordinate, promote and enrich the shared reading experience will be utilized for one month during the school year so that the joy of reading within the entire school community is promoted.	Brandi Dowd Instructional Coach Teachers Seth Powers	Public Education Foundation funding One book per student Plan for implementation and activities Communication with parents/families	Brandi Dowd	Plan for implementation and activities Documentation of communication with families	SIT meetings on Jan. 21 and Feb. 25	January/February, 2015	

School Improvement Plan

School: Elise Middle School   **Principal: Seth W. Powers**

Pathway:		Critical Element:	Current Growth Stage:	
[X] **Learning**	[ ] **Community**	Engagement	[ ] **Beginning**	[X] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

Composite math proficiency on EOG in 2013-2014 was 30.4% (CCR) and 36.1% (GLP)

6th grade math proficiency on EOG in 2013-2014 was 9.4% (CCR) and 17.2% (GLP)

7th grade math proficiency on EOG in 2013-2014 was 22% (CCR) and 25.6% (GLP)

8th grade math proficiency on EOG in 2013-2014 was 54.8% (CCR) and 60.7% (GLP)

Black achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and reverse gap of 6% (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - 35% (CCR) and 40% (GLP)

Hispanic achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - reverse gap of 10% (CCR) and reverse gap of 16% (GLP), 7th grade - reverse gap of 20% (CCR) and reverse gap of 14% (GLP), 8th grade - 16% (CCR) and 12% (GLP)

Limited English Proficiency (LEP) achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - no gap (CCR) and no gap (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - not enough members for a subgroup

Students with Disabilities (SWD) achievement gap in math as measured by the EOG in 2013-2014 is: 6th grade - reverse gap of 6% (CCR) and reverse gap of 4% (GLP), 7th grade - 7% (CCR) and 15% (GLP), 8th grade - 52% (CCR) and 57% (GLP)

Annual Objective:

By June, 2015, 53.9% of all students at Elise Middle School will meet or exceed Grade Level Proficiency targets and 40% of students will meet or exceed College and Career Ready proficiency targets in math, as measured by North Carolina's End-of-Grade math assessment.

Mid Year Target:

50% of students at each grade level will score 60% or better on mid-year math benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Core teachers will meet monthly with content area specialists from the Instructional Design and Innovation (IDI) team so that teachers are supported in the use of best teaching practices in order to promote student achievement in math.	IDI team Core teachers Instructional Coach Seth Powers	Planning Time	Seth Powers	Meeting dates/meeting notes Formal/Informal teacher observation	PLC meetings on: Sept. 23 Nov. 18 Dec. 16 Feb. 3 Feb. 24 March 10 April 21 May 19	Ongoing - May, 2015	
Interim assessments in math will be administered to students every 4 1/2 weeks with resulting data used to monitor student progress so that teachers may adjust instruction as appropriate for the benefit of improving individual student math ability.	IDI Team Brandi Dowd Gail Vaughan Kristie Howard Deborah Lloyd Instructional Coach Michelle Bennett Seth Powers	Interim assessments Training for teachers in the use assessments inHomebase	Brandi Dowd and Instructional Coach	Assessment data PLC minutes Formal/Informal teacher observations	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - May, 2015	
Teachers will utilize technology in daily instructional practice so that students are engaged in profound learning experiences utilizing technology to create, collaborate, communicate, and publish work products.	Seth Powers Michelle Bennett Classroom teachers Deanna Boesch	1:1 Chromebooks Protocol/Standards for use Tech-Thursdays Training in best practices for use of technology for instructional practice	Seth Powers Deanna Boesch	Formal/Informal teacher observation Student work products Tech Thursday/Training	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15	Ongoing - June, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
					March 10		
Progress monitor all students' math progress on a data wall so that students' quantile levels may be tracked throughout the year and instructional practice/interventions may be modified as appropriate.	Gail Vaughan Kristie Howard Deborah Lloyd Seth Powers Michelle Bennett Instructional Coach	Data wall Pocket Charts/notecards SMI Testing/Student Quantile Levels Training for teachers in use of data wall Common planning time for teacher discussion of data	Instructional Coach	Data wall in use Meeting minutes Formal/Informal teacher observation	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - March, 2015	
A math incentive program focused on progress in ALEKS math will offer students tangible rewards for meeting set goals related to time-on-task and objectives accomplished so that students have incentive to work hard to meet individual and grade level goals.	Instructional Coach Seth Powers Michelle Bennett Gail Vaughan Kristie Howard Deborah Lloyd	Math Incentive Plan Math Incentive Rewards Visuals ALEKS data SMI data	Instructional Coach	Math Incentive Plan Visuals List of students receiving reading incentives	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - June, 2015	
Utilize Scholastic Math Inventory (SMI) to assess students' quantile scores in September, November, and March so that teachers may monitor student progress and adjust instruction as	Instructional Coach Brandi Dowd Gail Vaughan Kristie Howard Deborah Lloyd	SMI SMI data 1:1 Chromebooks	Brandi Dowd and Instructional Coach	SMI data PLC/SIT meeting minutes Formal/Informal teacher observation	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25	Ongoing - March, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
appropriate for the benefit of individual student math ability.	Seth Powers Michelle Bennett				March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10		

School Improvement Plan

School: Elise Middle School

Principal: Seth W. Powers

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

What data provides evidence of current growth stage?

Elise Middle School met 20 of 29 (69%) Annual Measurable Objective (AMO) targets in 2013-2014.

Reading

All - Goal 49.5%, Proficiency 31.7%

White - Goal 60.9%, Proficiency 36.8%

EDS - Goal 35.8%, Proficiency 30.1%

SWD - Goal 21.6%, Proficiency <5

Math

All - Goal 48.1%, Proficiency 30.3%

Hispanic - Goal 39.4%, Proficiency 30.8%

White - Goal 58.4%, Proficiency 35.5%

EDS - Goal 34.9%, Proficiency 27%

SWD - Goal 21.2%, Proficiency 6.3%

Annual Objective:

Elise Middle School will increase the percentage of Annual Measurable Objective (AMO) targets met, as measured by state and federal standards, from 69% to 82% by June, 2015.

Mid Year Target:

Reading - 75% of students in each identified subgroup will meet or exceed their mid-year goal for lexile growth as measured by SRI.

Math - 75% of students in each identified subgroup will meet or exceed their mid-year goal for quantile growth as measured by SMI.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Meet with Dianna Richardson, whose students met 8 of 8 AMO targets in 8th grade science, at the beginning of the school year so that administrators and teachers can learn from effective practices in place related to teaching minority and economically disadvantaged students.	Dianna Richardson Classroom teachers Instructional Coach Seth Powers Michelle Bennett	Common planning time Meeting date	Seth Powers	Meeting date Meeting topics/notes and strategies	SIT meeting on October 22	October, 2015	
Analyze an assortment of data (benchmark, SMI, SRI, Reading Counts, etc.) at each assessment interval focusing on targeted subgroups so that achievement may be tracked throughout the year and instructional practice/interventions may be modified as appropriate.	Instructional Coach Classroom teachers Seth Powers Michelle Bennett	Common planning time SRI, SMI, Reading Counts, and benchmark data Data analysis breakdown	Instructional Coach	Data analysis results PLC meeting minutes Formal/Informal teacher observations	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - June, 2015	
Utilize different stickers on cards to identify subgroups on both the reading and math data walls so that a visual of subgroup performance that can be easily tracked is available to the staff.	Instructional Coach Seth Powers Michelle Bennett	Stickers System for identifying different subgroups Communication of system to staff	Instructional Coach	Data Wall with system in place for easily identifying subgroup performance PLC meeting minutes	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on:	Ongoing - June, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
					Oct. 22 Jan. 15 March 10		
Create a subgroup performance spreadsheet to document student performance by subgroup on interim benchmark assessments, SRI, SMI, Reading Counts, etc. so that subgroup performance may be monitored and tracked in order to create awareness among staff and in turn adjust instructional practice as appropriate.	Instructional Coach Seth Powers Michelle Bennett	Varied assessment data Subgroup spreadsheet	Instructional Coach	Subgroup spreadsheet containing varied assessment data PLC meeting minutes	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - June, 2015	

School Improvement Plan

School: Elise Middle School   **Principal:** Seth W. Powers

Pathway:		Critical Element:	Current Growth Stage:	
[ ] **Learning**	[X] **Community**	External Collaboration	[X] **Beginning**	[ ] **Progressing**
[ ] **Culture**	[ ] **Leadership**		[ ] **Advancing**	[ ] **Excelling**

What data provides evidence of current growth stage?

Teacher Working Conditions (TWC) survey results from 2011-2012:

54% of Elise staff agree/strongly agree that parents are influential decision makers in the school.

57% of Elise staff agree/strongly agree that parents support teachers, contributing to their success with students.

65% of Elise staff agree/strongly agree that community members support teachers, contributing to their success with students.

64% of Elise staff agree/strongly agree that the community they serve is supportive of the school.

Teacher Working Conditions (TWC) survey results from 2013-2014:

63.6% of Elise staff agree/strongly agree that parents are influential decision makers in the school.

66.7% of Elise staff agree/strongly agree that parents support teachers, contributing to their success with students.

72.7% of Elise staff agree/strongly agree that community members support teachers, contributing to their success with students.

82.6% of Elise staff agree/strongly agree that the community they serve is supportive of the school.

Annual Objective:

85% of Elise Middle School staff members will agree/strongly agree that parents and the community are involved and supportive of the school, as measured by a school-based perception survey to be administered in June, 2015.

Mid Year Target:

75% of Elise Middle School staff members will agree/strongly agree that parents and the community are involved and supportive of the school, as measured by a school-based perception survey to be administered in January, 2015.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Administer a school-based staff perception survey to staff related to parent/community involvement and support of the school at mid-year and end-of-year so that changes in staff perception may be tracked and strategies adjusted as appropriate.	Seth Powers Michelle Bennett Instructional Coach	Staff Perception Survey	Seth Powers	Survey results	January 21 SIT meeting June end-of-year staff meeting	June, 2015	
Place a computerized survey kiosk in the local grocery store so that parents who may not have internet access or who may not come to the school can provide feedback to help improve all areas of student and parent school experiences.	Seth Powers Jenny Purvis Lisa Scott Dyan Pope Kim Bullard	Donated survey kiosk	Seth Powers	Survey kiosk in place Survey questions Survey results Data related to responses/use Improvements/ch anges as a result of surveys	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - June, 2015	
Organize an Elise Parent Advisory Council to meet monthly so that parents have an avenue for sharing ideas and concerns for the improvement of the school.	Seth Powers Michelle Bennett	Active Parent Advisory Council Members	Seth Powers	List of advisory council members Meeting agendas and minutes	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	Ongoing - April, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Organize a school/community event/fundraiser ("Duck Race") in collaboration with the town of Robbins and Foothills Outdoors in conjunction with Robbins Spring Fest to take place on the first weekend in May to coincide with Cinco de Mayo so that the school, town, and local businesses work together to support one another and to involve the Hispanic community in support of the school and town.	Seth Powers Michelle Bennett SIT	Meetings with town manager Meetings with Robbins Business Association Meetings with Hispanic parents/community leaders Event Plan	Seth Powers	Meeting dates and notes Event Plan Actual event	SIT meetings on: Oct. 22 Nov. 19 Dec. 17 Jan. 21 Feb. 25 March 25 April 29 May 20 SIP Site visits on: Oct. 22 Jan. 15 March 10	May, 2015	

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.

The 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
	Strategy 1	X	X			
	Strategy 2	X	X	X		
	Strategy 3	X	X			
	Strategy 4	X	X	X		
	Strategy 5	X	X			
	Strategy 6		X			
	Strategy 7					
	Strategy 8					

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:
A daily enrichment/remedial period targets the individual acceleration or remediation needs of each student.
The reading programs System 44, Read 180, and Fast ForWord are offered on a daily basis for specific students who have been targeted as at-risk in reading.
Progress monitoring of all students reading progress will take place through quarterly Scholastic Reading Inventory (SRI) testing to determine student lexile levels and allow for adjustment of instruction as appropriate.
Progress monitoring of all students reading progress on a data wall allowing for lexile levels and subgroups to tracked and for instructional practice/interventions to be modified as appropriate.
An after-school program held Monday-Thursday from 3:00-5:30 pm for 25 targeted 6th graders will offer homework assistance and reading and math support through the Read 180 and ALEKS math program.
Students are encouraged to select band and orchestra as activity period classes as research has shown the learning music also facilitates learning in other subjects. Four teacher teams in each grade level are utilized to promote small class sizes. Teachers have a daily individual (common by grade level) and daily team common planning time. Teachers have quarterly half day vertical planning sessions. Reading Counts is offered as a supplemental program and encouraged through student incentives for meeting goals.

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
	Strategy 1	X	X	X		
	Strategy 2	X	X	X		
	Strategy 3	X	X			
	Strategy 4					
	Strategy 5		X			
	Strategy 6		X			
	Strategy 7					
	Strategy 8					

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:
100% of Elise Middle School teachers are highly qualified. We do have one teacher who is out on extended maternity leave for the remainder of the year and the interim teacher is not highly qualified. Letters have been sent to parents making them aware of this fact. We will continue to work to recruit and retain highly qualified teachers and staff.

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
	Strategy 1	X	X			
	Strategy 2					
	Strategy 3	X	X			
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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: Moore County Schools provides numerous professional development offerings for both certified and classified staff throughout the school year on both a required and voluntary basis. School-based professional development will focus interventions, assessment (Schoolnet), differentiation, technology strategies, and other identified areas of staff need. A digital technology facilitator meets with grade level teams weekly on Tech-Thursdays to review and introduce technology related best teaching strategies and practices. An instructional coach based at Elise will offer training and follow-up to the staff as a whole, in teacher teams, and to individual teachers focused on cooperative learning, literacy, strategies for English Language Learners, and other areas as determined by need. The principal will attend SIOP professional development and a Bi-lingual conference with other MCS administrators related to improving learning for English Language Learners. Teachers will also meet in vertical team planning sessions once per quarter. Some teachers and staff members will have the opportunity to attend professional development opportunities outside of the district.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	X	X			
	Strategy 2					
	Strategy 3	X	X			
	Strategy 4				X	
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

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 Teacher Working Conditions Survey will be used as a resource for gathering data related to positive working conditions and areas in which we might improve as a school. Specific incentives for working at Elise Middle School include but are not limited to 1) daily common team planning time; 2) daily common individual planning time; 3) quarterly half-day vertical team planning sessions; 4) three days of duty free lunch per week; 5) staff recognition and rewards; 6) professional development based on student and staff needs; 7) multi-level professional resources available.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2				X	
	Strategy 3				X	
	Strategy 4				X	
	Strategy 5	X				
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan.
The Elise Middle SIT will study both school created and Teacher Working Conditions survey results to determine needs/actions related to increasing parental involvement.
A Parent Fair will be held in conjunction with required Parent Conferences/Report Card pick-up at the end of the first 9 weeks on October 27.
A Career Fair will be held in November where parents and community members will volunteer to share information about their chosen career fields with students.
Grade level Parent Nights will be held in September to offer information to parents concerning the curriculum, testing, grade level procedures/operations, homework, Reading Counts, Title 1, etc.
PTO meetings will be held to offer parents the opportunity to become involved and support the school.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:
Elise Middle School will begin to transition its upcoming 6th grade in the spring through the following steps:
Step 1 - Administration and guidance counselor will visit feeder school 5th graders to provide information about Elise Middle School.
Step 2 - Feeder school 5th graders and teachers will visit Elise Middle School where they will attend an orientation session and receive campus tours led by middle grades students. 5th grade teachers will have the opportunity to collaborate with 6th grade teachers
Step 3 - A parent night for rising 6th graders will be held at Elise Middle School hosted by administration and 6th grade teachers

Elise Middle School will transition its outgoing 8th graders to high school beginning in the spring.
Step 1 - Elise Middle will hold a parent session on career cruising and choosing courses in high school
Step 2 - 8th grade students will visit North Moore High School
Step 3 - North Moore counselors will visit Elise to register 8th graders for their high school courses

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2	X	X	X		
	Strategy 3			X		
	Strategy 4	X	X	X		
	Strategy 5		X			
	Strategy 6		X			
	Strategy 7					
	Strategy 8					

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: Elise Middle School administration and teachers will utilize EVASS data to better understand student performance and to guide instructional decision making. Teachers will utilize Schoolnet as a tool for creating and administering formative and summative assessments for students in order to better guide instructional practice and future lesson planning. Teachers will administer Scholastic Reading Inventory (SRI) tests five times during the year in order to track student reading growth as measured by lexile levels. Teachers will include select students in alternative, extra-curricular assessment opportunities such as Battle of the Books, local and state-wide band competitions, and the NCDOT Bridge Building Competition.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2	X	X	X		
	Strategy 3	X		X		
	Strategy 4		X	X		
	Strategy 5					
	Strategy 6		X			
	Strategy 7					
	Strategy 8					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:
EC and ESL students receive additional support and services according to their identified areas of need. Priority students in reading, identified based on their lexile scores, receive intervention through the System 44, Read 180, or Fast ForWord programs on a daily basis. An after-school program targeting mainly 6th grade priority students is in place to offer additional reading and math intervention and homework help. An effective Student Support Team (SST) follows district processes for identifying and meeting to put interventions in place for struggling students. The instructional coach meets with a group of 6th grade students daily to work on literacy skills. Effective support for struggling students is also provided through the school guidance program.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2	X	X	X		
	Strategy 3	X	X	X		
	Strategy 4	X	X	X		
	Strategy 5	X	X			
	Strategy 6		X			
	Strategy 7					
	Strategy 8					

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:
Elise Middle School utilizes various funds (state, local, and federal) to support the overall improvement of instructional support at our school. A large portion of federal funds go to reduce class size. Other funds provide focused intervention for priority students in reading and math and are also used to promote parent involvement at school and in the home.

Title I Parent Involvement School Plan
2013-2014

Elise Middle School
School

Parental Involvement, Section 1118 of NCLB   **Required Components**   **Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
1. **Shall jointly develop** with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan	Copy of Parent Involvement Policy Meeting Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Policy sent home with each student	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm
2. **Shall convene an annual** meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)	Meeting Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm
3. **Shall offer** a flexible number of meetings…and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)	Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Parent/Teacher Student Led Conferences	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Parent Conferences on October 7, 2013

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
4. **Shall involve** parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	Meeting Agenda/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights School Improvement Team meetings	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Monthly SIT meetings
5. **Shall provide** parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)	Agendas/Sign-in Sheets	Parents Teachers Administrators	Back to School Night/Open House Grade Level Parent Nights Parent Fair Parent Technology Nights	Back to School Night - Aug. 14, 2013 from 5:00-6:30 pm 6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Parent Fair - Oct. 7, 2013 from 1:00-7:00 pm Parent Technology Nights - Last Friday of each month from 6:00-7:00 pm
6. **Shall submit to LEA** any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Meeting Minutes Agenda/Sign-in Sheets	SIT members/Parent Representatives	School Improvement Team meetings	Monthly SIT meetings
7. **Shall jointly develop, distribute and discuss** school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Agenda/Sign-in Sheets	Parents Students Teachers Administrators	Grade Level Parent Nights Copy sent home with each student Parent Conference Day	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Parent Conferences - Oct. 7, 2013

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
8. **Shall provide** assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Agendas/Sign-in Sheets	Parents Teachers Administrators	Grade Level Parent Nights Parent Conference Day Curriculum Guides - Online or hard copy	6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Parent Conferences - Oct. 7, 2013
9. **Shall provide** materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Agendas/Sign-in Sheets Curriculum Guides	Parents Students Teachers Administrators	Back to School Night/Open House Grade Level Parent Nights Parent Conference Day Parent Fair Parent Technology Nights	Back to School Night - Aug. 14, 2013 from 5:00-6:30 pm 6th grade Parent Night - Sept. 23, 2013 from 6:00-7:00 pm 8th grade Parent Night - Sept. 24, 2013 from 6:00-7:00 pm 7th grade Parent Night - Sept. 30, 2013 from 6:00-7:00 pm Parent Conferences - Oct. 7, 2013 Parent Fair - Oct. 7, 2013 from 1:00-7:00 pm Parent Technology Nights - Last Friday of each month from 6:00-7:00 pm
10. **Shall provide** 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)	Agendas/Sign-in Sheets	Teachers Administration	Early Release Day staff development Staff meeting trainings	Early Release Day staff development Oct. 2, 2013 1:00-3:00 Monthly staff meetings - ongoing
11. **Shall coordinate and integrate** parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers… Sec. 1118(e)(4)	N/A	N/A	N/A	N/A

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
12. **Shall ensure** 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)	Letters Newsletters Flyers Curriculum Guides Connect Ed Messages	Teachers Administrators Hispanic Parent Liaison ESL Teacher Assistant	Hispanic Parent Liaison translates all school information in Spanish and also translates at parent meetings.	Available at all parent events throughout the school year.
13. **Shall provide** such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Parent Night for rising 6th graders in the spring - Agenda/Sign-in Sheets Surveys	Teachers Administrators Parents Students Hispanic Parent Liaison Guidance Counselor	Rising 6th grade Parent Night Meeting to provide important information and answer questions about transitioning to middle school. Parent Surveys	Rising 6th grade Parent Night May, 2014 Parent Surveys as a part of grade level parent nights - Sept. 23, 24, and 30. Other surveys throughout the year.

1. Attach school's parent involvement policy with documentation of parent input and how distributed.
2. 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.
3. 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.
4. 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