



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Highfalls Elementary K-8	Number:	630328
School Address:	1220 NC HWY 22 Bennett, NC 27208		
Plan Year(s):	2014-2015		
Date prepared:	September 2014		
Principal Signature:			Date
Local Board Approval Signature:			Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Committee Position*	Name
Principal	Dyan C. Pope		
Assistant Principal	Michelle Bennett		
Instructional Coach	Emily Adkins		
Student Support	Christy Parsons		
K-2 Representative	Emily Brady		
3-5 Representative	Melissa Cox		
6-8 Representative	Chelsea Watson		
Support Staff	Jeanne Maness		
Parent	Jennifer Garner		

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	145	49.7
Female	147	50.3
White	261	90.0
Black	9	3.1
Hispanic/Non-Hispanic	13	4.5
Asian	0	NA
Hawaiian/Am. Indian	0	NA
Multi-racial	7	2.4
SWD	68	23.4

Free/Reduced Lunch Profile 2013-2014 Percentage: 59.93		
Total Students	Reduced Students	Free Students
307	72	112

**Disaggregated Data Chart
EOG Reading
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	77.4	^5 *	76.9	^5 *	^5 *	77.1
4	64.5	^5 *	50.0	^5 *	^5 *	63.6
5	52.0	^5 *	33.3	^5 *	^5 *	55.6
6	66.7	^5 *	64.3	^5 *	25.0	68.8
7	55.9	^5 *	38.9	^5 *	28.6	56.8
8	45.5	^5 *	23.1	^5 *	^5 *	44.4

**Disaggregated Data Chart
Math
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	90.3	^5 *	76.9	^5 *	^5 *	88.6
4	58.1	^5 *	41.7	^5 *	^5 *	54.5
5	56.0	^5 *	44.4	^5 *	^5 *	59.3
6	74.1	^5 *	64.3	^5 *	25.0	68.8
7	47.1	^5 *	33.3	^5 *	14.3	45.9
8	42.4	^5 *	46.2	^5 *	^5 *	41.7

**Lexile Data
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	80	100	NA	NA	75	33
4	78	100	NA	NA	67	61
5	80	NA	NA	NA	67	57
6	80	0	NA	0	40	41
7	59	100	NA	NA	38	38
8	69	NA	NA	NA	86	56

mClass (% below proficient) 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
K	13	50	NA	NA	66.6	16
1	17.9	0	NA	NA	100	17
2	56.5	0	NA	NA	100	36

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

After reviewing and reflecting upon formative, summative, and survey data the following statements hold validity with documented support. School Leadership Capacity- The school has receptive administrative leadership and uses correlate teams to provide opportunities for teachers and staff to have input in all areas of the school. The SIT recognizes that data analysis, individual student growth models, curriculum rigor and relevance, needs assessments aligned with the vision of a Twenty First Century Digital Literate student, and collaboration with all stakeholders is essential to the academic and emotional safety of ALL students that attend Highfalls Elementary K-8 school. The organization recognizes that correlate teams sharing and collaborating information in a timely manner with feedback and reflection is vital. Teachers are held to high professional standards for delivery of effective rigorous student instruction and their performance is assessed objectively. A school safety plan is in place to ensure safety for all. The entire school body strives to meet the needs of all students with physical safety, emotional safety, and academic safety. Highfalls Elementary k-8 school provides a welcoming environment, has strong parent communication, and partners with outside agencies to promote education. We strive to meet individual student needs through parent academies, curriculum nights, and differentiated data driven instruction. Highfalls not only met their Learning Goal for Literacy in grades 3-8 for the 2013-2014 school year but exceeded it. The target was to increase from 42.5 to 52.5 in reading. Test results were 61.0 percent proficient in Reading yielding a 20 percent increase. Math results reveal a growth of proficiency from 40.2 to 59.5. The state of North Carolina assigned Highfalls Elementary School K-8 the rating Exceeded Expected Growth with an overall 2.9 growth index.

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

Based on Comprehensive Needs Assessment, we found the following opportunities for improvement:

1. MClass Data from K-3 clearly shows an opportunity to increase proficiency in writing. Data indicates that the reading component is affected by the TRC component that encompasses a short answer written response.
2. Although there is an increase in Reading Proficiency male students perform lower than the female population in reading and math.
3. Students with disabilities are showing proficiency increases.
4. Clarification of SST process and procedures in correlation with PEPs, expand classroom use of digital literacy, increase data analysis of formative assessments, expand literacy assessment understanding for all staff, using assessments to drive differentiated instruction, and increase emotional safety / understanding in accordance with data interpretations of the OCR survey of 2013. According to our Math assessment data, not all students are performing at or above grade level.

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

Economically Disadvantaged students in our Literacy and Math formative assessment data due to federal privacy acts.

SST comprehensive data. Restructuring of the SST process in correlation with RTI and PEP structures will be graphed, tracked, and analyzed with a trained SST team.

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.
2014 EOG Data and Federal AMO results show white students not meeting proficiency.

SRI data composites for the student body in grades 1-8 reveal that the majority of the students are at Basic or Proficient. Correlated to the number of students per teacher the percentage of advanced students (13%) should be higher.

mCLASS data reveals that students who enter grade K are not receiving the skills needed prior to enrollment for basic pre-K mastery which stresses to us an urgency to use targeted daily intervention instruction in grade K and direct to the literacy framework.

The 2014 OCR data shows that 32% of staff feel that we need to talk more about racism and other forms of discrimination.

The 2014 OCR data shows that 59.02% of the student population stated that they had not attended a presentation or activity at their school about bullying or harassment. Although presentations and anti-bullying initiatives were implemented during the 2012-2013 school year the data reflects that the students did not make the correlation with those programs with the stated question.

Intrinsic leadership per student needs to be promoted to insure that they have the skills, strategies, and accountability to succeed which will promote individual global competition in careers and college.

School Improvement Plan

School: Highfalls Elementary K-8

Principal: Dyan C. Pope

Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Alignment to Standards	Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Exceeded 2014 SIP Goal of 10% increase from 42.5% to 52.5% with 61.0% proficiency with GLP (Levels 3, 4, 5)

*** (75% proficient with SRI assessment 2014)

Decreased the percentage of not showing reading proficiency in K-2 from 48% at the beginning of the 2013-2014 school year to 25% not showing proficiency at the end of the 2013-2014 school year.

Read to achieve initiatives in Grade 3 of 2014 produced 97% of students meeting their RTA proficiency

AMO target not met was "white" "reading" with 47.5% of whites meeting level 4, 5 proficiency

***49.7% of Whites are proficient according to 2014-2015 BOY SRI (This is 88 students out of our 177 white students)

AMO target met using Confidence Interval Upper Bound "SWD" with 13.3% for 2014

***3.7% of SWD are Proficient according to 2014-2015 BOY SRI

Annual Objective:

Goal 1 - Reading

Increase of student proficiency GLP 10% from 61.0% to 71.0% (Levels 3, 4, 5)

Read to Achieve Grade 3 will show 98% proficiency through one approved state indicator by June 6, 2015.

AMO Target "white" "reading" will be met with 65.2% for 2014-2015 (Levels 4,5)

**49.7% of Whites are proficient according to 2014-2015 BOY SRI (This is 88 students out of our 177 white students)

AMO Target "SWD" will be met with 30.3% proficient for 2014-2015 (Levels 4, 5)

***3.7% of SWD are Proficient according to 2014-2015 BOY SRI

Not showing proficiency at the end of the 2014-2015 school in K-2 school year will decrease to 15%

Mid Year Target:

SRI Growth Report will show individual goal targets met per individual students that are set based on BOY SRI Data

The AMO "white" students not showing proficiency according to 2014-2015 BOY SRI will be at the half-way indicator according to their individualized SRI scale to showing proficiency in SRI at the end of the 2014-2015 school year.

The AMO "SWD" students not showing proficiency according to 2014-2015 BOY SRI will be at the half-way indicator according to their individualized SRI scale to showing proficiency in SRI at the end of the 2014-2015 school year.

Students not showing proficiency in K-2 MClass Assessment Data will be at 20%

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Action: Increase Literacy Fluency K-6 Strategy: Implement, monitor, and analyze a school wide 90 minute Balanced Literacy Framework that includes the Five Domains of Reading and differentiated instruction so that students receive targeted instruction in the five domains each day. **5 Domains Fluency Phonemic Awareness Comprehension Phonics Vocabulary</p> <p>Grade 7 / 8 Strategy: Implementation targeted text complexity with Webbs Depth of Knowledge correlated with New Bloom's Taxonomy to add rigor and relevance to students literacy understanding, application, and</p>	<p>K-8 Teachers Instructional Coach Intervention Teacher</p>	<p>*Resources Grades K-6 Journeys Materials (k-6) Data Composites "I Can" statements Instructional Coach SRI mCLASS Webbs Depth of Knowledge New Bloom's Taxonomy Lexile Framework for Reading Map College and Career Readiness Report EVAAS Data Vocabulary</p>	<p>Administration Teachers Instructional Coach</p>	<p>*Data MClass Data SRI Data Formative Assessments EVAAS EOG Proficiency</p> <p>*Fidelity of Literacy Framework Walk-Thrus PLT Meetings Observations Student Work PEP</p>	<p>9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15</p>	<p>6/14</p>	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
understanding of connections to career/college ready goals.		*Professional Dev. *Coaching Cycles Journeys Data Analysis Rigor and Relevance Differentiation Learning Styles (Kagan)					
School wide implementation and analysis of Literacy Assessment Data to identify and target at risk grade-level readers with specific interventions and progress monitoring tools to track, address, and increase individual growth. Grade K-5 *Literacy Support Staff to add additional time to Literacy Instruction outside of the 90 minute Literacy Block. Interventions will target students in grades 1-3 using researched based LLI *Specific added literacy support to address students who are in jeopardy of not meeting the Read To Achieve Proficiency requirements for Grade 3. *EXCEL Block for Remediation and Acceleration with flex grouping using formative pre and post assessments	Instructional Coach Interventionist Teacher K-8 Teachers	*Resources LLI Kits Take Home Books MClass Data SRI Data BOG Data Library Books *Professional Dev. Data Analysis SRI Text Complexity	Administration Reading Intervention Teacher Instructional Coach Media Specialist	mCLASS Data SRI data EVAAS EOG *Grade 3 Read To Achieve Grade 8 Explore Results Formative Assessments Individualized Growth Charts: Lexile Framework for Reading Map College and Career Readiness Report PEP SST	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15	6/14	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Writing Targets</p> <p>K-5 Strategy: Daily 30 minute writing block that focuses on writing fluency with grammar usage</p> <p>6-8 Strategy: Writing across the content areas with specifics to writing framework.</p> <p>K-8 Strategy: Writing Across the Curriculum; Content</p>	K-8 Certified Teachers	Aligned Rubrics Open-ended Responses Graded writing samples with student reflections	Administration Reading Intervention Teacher Instructional Coach	Student Writing Portfolio MSL Open Responses	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15	6/14	
Align IEPs to grade level performance expectations for Literacy	K-8 Teachers EC Teachers	IEP PEP Live Data	EC Teachers Classroom Teachers Administration	IEP EC Data Folders	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15	6/14	

School Improvement Plan

School: Highfalls Elementary K-8

Principal: Dyan C. Pope

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input checked="" type="checkbox"/> Leadership	Critical Element: Leadership Skills of Students	Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Beginning to Progressing:
 2013-2014 SGA established with governing officers in grades 6-8
 Broadcasting Elective (students produce connect eds., school newsletter, broadcasts for school events)
 Yearbook Team (designs, edits, markets, and works with publishing company to publish school yearbook)
 Beta Club
 2014 Student Led Conference : Literacy Night; Math Night

Annual Objective:

Extension of SGA to Grades 4 and 5
 SGA participates in 3 community projects
 Published Yearbook for 2015
 Beta Club participates in 3 community projects
 3 Student Led Conferences during Curriculum Nights
 Reading Buddy Club Grades 4 and 5 paired with Grades 2 and 3
 Reading Buddy Club Grade 6 paired with Grade 1

Mid Year Target:

SGA Elections Held; Officers in place with bi-weekly meetings Grades 6-8
 Grade 4 and 5 SGA chapter in place; elections held with monthly meeting in place
 Yearbook Sales Completed and mid-year targets with publishing company met by students
 One community project completed by Beta Club
 One community project completed by SGA
 One Student Led Conference Curriculum Night Completed
 Grades 4 and 5 Reading Buddy Club In Place

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Action Steps: School Wide Culture that promotes student leadership within the school day, during extra curricular activities, and within the community.</p> <p>Strategies: Grades 4-8 Student Government Association</p> <p>Grade 7-8 Beta Club National Honor Society</p> <p>Reading Buddy Club</p>	<p>Certified Teachers Guidance Counselor</p>	<p>Resources 6-8 SGA By-laws Election 4-5 SGA By-laws Election 7-8 Promotion Requirements Student Led Conferences</p>	<p>Teachers Guidance Counselor</p>	<p>Student Led Conferences Student Goal Setting Vertical Alignment SGA Reports Beta Charter/Induction Community Projects Beta Convention Attendance</p>	<p>9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15</p>	<p>June 6, 2014</p>	

School Improvement Plan

School: Highfalls Elementary K-8

Principal: Dyan C. Pope

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Emotional Safety	Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

2014-2015 OCR data shows that 59.02% of students responded that they attended one of the training sessions on bullying and harassment and 17.49% stated yes that they needed additional training on how to prevent and respond to bullying or harassment on the basis of race, color, and national origin.

2014-2015 OCR data shows that 84.00% of teachers responded that they attended one of the training sessions on bullying and harassment and 32% stated yes that they needed additional training on how to prevent and respond to bullying or harassment on the basis of race, color, and national origin.

Annual Objective:

Increase responses to OCR survey of having attended bullying or harassment presentations or activities to 100% which will insure their awareness of the clear learning objectives related to anti-bullying state initiatives by staff and students.

Decrease response to OCR survey of needing additional training on how to prevent and respond to bullying or harassment on the basis of race, color, and national origin by 17.49%. for students and 32.00% for staff.

Mid Year Target:

Survey completed showing an increase in students and staff having attended bullying or harassment presentations by 50%.

Survey completed showing a decrease of needing additional training on prevention by 50%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Emotional safety of each individual and promote dignity and respect for all so that students and staff are emotionally safe.	Certified Teachers Classified Staff Student Government Association	Resources: *"Leader In Me" for book study Emotional Safety- Best Practices Researched Based OCR Data	Guidance Counselor Administration Certified Staff	Edmodo: Teahcers Refelctions SIT Book Study Surveys Round Table Discussions Students/Principa	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15	June 2015	
Anti-Bully Program for Staff and Students "Friend To Friend" k-8	Certified Teachers Classified Staff Student Government Association	Anti-Bully Lessons Anti-Bully Presentations Anti-Bully Visuals	Certified Teachers Guidance SRO Administration	Presentations Documented Lesson Plans with Student Reflections Decrease Student Bully Reports OCR Data	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15	June 2015	

School Improvement Plan

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Pathway: <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: Alignment to Standards	Current Growth Stage: <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Advancing <input type="checkbox"/> Excelling
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What data provides evidence of current growth stage?

Math GLP Proficiency for 2013-2014 School Year was 59.5% proficient (Levels 3, 4, 5)

AMO Target "White" "Math" not met with proficiency of 51.4% proficient for 2013-2014 school year (Level 4, 5)

AMO Target "SWD" was met marginally with proficiency of for 2013-2014

Annual Objective:

Goal 4 - Math

Increase Math GLP Proficiency 10 % to 69.5% (Levels 3, 4, 5)

Meet AMO target "White" "Math" proficiency of 63% proficient for 2014-2015 school year (Level 4, 5)

Meet AMO target "SWD" "Math" proficiency of 30% proficiency for the 2014-2015 school year (Level 4, 5)

Mid Year Target:

District Benchmarks show proficiency of 60% for each standard assessed.

SWD show increase of proficiency with related goals on formative assessments to 60% per standard.

Individualized goal setting per student with pacing guide math standards shows 70% mastery per standard

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
<p>Set math short term learning goals in all grade level data teams; aligned school goals to district benchmarks</p> <p>Align IEPs to grade level performance expectations</p> <p>Provide extended learning opportunities during school EXCEL blocks based on student needs</p> <p>Lesson Planning with aligned I Can Statements and daily use of the eight mathematical practices</p> <p>Differentiate instruction to accommodate diverse student learners</p> <p>Utilize math quantiles to differentiation instruction</p> <p>Continuation Strategies: Utilize constructivist approach to instruction, emphasizing the appropriate use of manipulatives</p> <p>Embed open-ended response questions</p> <p>Analysis of District Benchmarks through SchoolNet</p>	Certified Staff EC Teacher	<p>School Net</p> <p>School Net Training</p> <p>Math Quantiles</p> <p>Eight Mathematical Practices</p> <p>Investigations</p> <p>New York Engage</p> <p>Kagan Strategies</p> <p>IEP PD</p>	Administration Instructional Coach	<p>School Net</p> <p>Benchmarks</p> <p>Formative Assessments</p> <p>IEP Reviews</p> <p>Lesson Plans</p> <p>I Can Statements</p> <p>EXCEL Data</p> <p>EOG Data</p> <p>K-2 formative and summative data</p>	<p>9-2-14</p> <p>10-13-14</p> <p>11-19-14</p> <p>1-6-15</p> <p>2-17-15</p> <p>3-23-15</p> <p>4-20-15</p> <p>5-11-15</p>	6/2014	

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	X	X	
	Strategy 2	X	X	X	X	
	Strategy 3	X	X	X		
	Strategy 4	X				
	Strategy 5					
	Strategy 6					
	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: Balanced Literacy Researched Based Program (Journeys) that includes the Five Domains of Reading; Fluency, Phonemic Awareness, Comprehension, Phonics, and Vocabulary that will increase number of students with Literacy/ Reading Proficiency by 10% in grades K-6.

Grades 7 and 8 students will increase Reading Proficiency by 10%. Rigor and relevance will be focus of reading strategies used in all curriculum areas with a focus on researched based New Bloom's Taxonomy and Webbs Depth of Knowledge. SRI data and formative assessments will be used to design instruction to meet the individual learning needs of all students.

mCLASS will be implemented in grades K-5. Progress monitoring will be utilized every 10-20 days depending on student's individual composite score and/or TRC data more extensively to monitor all students' progress as an instrucional focus.

SRI data with Lexile Framework for Reading Maps and College and Career Readiness Reports will be graphed, analyzed, and reflected on by teachers, students, and parents. Student led conferences and Curriculum Nights that educate parents / guardians on Lexile Scores in relation to individualized student proficiency and growth will be promoted and implemented.

Other strategies: Increase engagement and meaningful activities, common planning time daily, vertical team planning (twice a year) in order to collaborate on curriculum standards and school wide data. Outcomes will positively affect the differentiated instruction within the classrooms.

Fluency with Math will be stressed throughout school wide posted and applied math reasoning that incorporates (1) Make sense of problems and persevere in solving them (2) Reason abstractly and quantitatively (3) Construct viable arguments and critique the reasoning of others (4) Model with mathematics (5) Use appropriate tools strategically (6) Attend to precision (7) Look for and make use of structure (8) Look for and express regularity in repeated reasoning.

Highfalls will challenge and nurture Academically Gifted Students in all grade levels across all content areas to insure individual growth. Math I, Compact Math, District AIG Program, and academic competitions will promote rigor.

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	X	
	Strategy 2	X		X	X	
	Strategy 3	X		X		
	Strategy 4	X				
	Strategy 5					
	Strategy 6					
	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:
Highfalls Elementary K-8 has 100% highly qualified teachers.

Recruitment of highly qualified teachers and staff will continue to be a top priority.

Not only will teachers be highly qualified according to section 1119, but professional development will be implemented to insure continued growth by teachers with research based strategies that meet the needs of the students in the domains of literacy, math concepts, etc.

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	X	X	
	Strategy 2	X		X	X	
	Strategy 3	X		X		
	Strategy 4	X				
	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: District Professional Development opportunities are offered to teachers, assistants, administrators, and support personnell. All teachers and staff participate in site base Professional Development to further enhance the vertical alignment piece of Common Core and Essential Standards. All teachers and assistants will participate in monthly staff meetings that focus on research based strategies that increase student engagement.

All staff have the opportunity to participate in book studies and walk thrus.

Paraprofessionals have the opportunity to attend all staff development offered at the school as well as the district and state level professional development.

Teachers are encouraged to attend conferences, observe highly effective teachers, and participate in District Offered Professional Development.

Parent Professional Development is provided throughout the school year in the form of Parent Curriculum Nights and Informational sessions.

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	X	X	
	Strategy 2	X	X		X	
	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 School's Human Resources works with administrators in an effort to recruit and maintain highly qualified teachers.

The NC Teaching Working Conditions Survey will be used to gather data to maintain positive working conditions.

Specific incentives to work at Highfalls Elementary include, but are not limited to, common planning time during the school day for each grade level; vertical alignment planning per semester; reduce the number of dutites/responsibilites before and after school; staff rewards; active and effective Student Support Team; local professional development based on the needs of our students.

Highfalls Elementary K-8 school will promote leadership among staff members and will provide leadership opportunities for professional growth.

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	X	X	X		
	Strategy 2	X				
	Strategy 3	X		X	X	
	Strategy 4	X				
	Strategy 5					
	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.

Highfalls Elementary K-8 will use the required Title I set aside for parent involvement activities. Activities will include, but are not limited to;

- Parent Curriculum Nights: Explanation and Discussion on Curriculum Guides provided by the District for each household
- Student Led Conferences / Lexile Information
- Content Specific Sessions
- Parent Informational Nights: Title I Information
- Digital Literacy / Technology Training Sessions
- State Assessment Standards (Read to Achieve, Proficiency Standards, Graduation Requirements / High school Registration, etc.)
- Twitter: Highfalls Twitter Account as well as individualized Grade Level Twitter Accounts that promote a Positive Culture, Curriculum Initiatives, School Events, Educational Initiatives, Staff Highlights, PTA, etc.
- Highfalls Website: Teacher Websites, Curriculum Links, Literacy Links, Title I Parent Information, Calendar, Assessment Information, Culture, Accalades, etc.
- Connect Ed: School Events, Curriculum Reminders, etc.
- School Marque: Event Announcements
- School Memos/Newsletters sent per child as required

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	X	X	X	x	
	Strategy 2	X		x	x	
	Strategy 3	X		x		
	Strategy 4	X				
	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:
In connection with Moore County Schools Highfalls Elementary K-8 hosts a Kindegarden Registration Day.

Highfalls Elementary School schedules a parent night for parents of Kindergarteners to provide materials and strategies to support learning and emotional well-being.

Staggered Entry is scheduled at the beginning of the school year to insure transition.

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	X	X	X	X	
	Strategy 2	X		X	X	
	Strategy 3	X				
	Strategy 4	X				
	Strategy 5					
	Strategy 6					
	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: All teachers have completed (newly hired teachers will complete this year) the formative assessment modules in NC Falcon and use the strategies regularly in their classrooms with the targeted emphasis on New Blooms Taxonomy.

In PLT meetings teachers analyze student work, SRI data, benchmark assessments, mClass, state assessments, EVAAS, MSLs, and teacher's formative assessments.

Continued training with EVAAS data will take place with added support from District Data and Accountability.

Teachers, Administration, and Support Staff will actively use/ reflect upon students achievement and will use School Site Data in PLT, IEP, 504, SSR, Parent Conferences, and PEP monitoring.

Teachers will analyze lesson plans during Grade Level / Curriculum PLT meetings to ensure alignment of the curriculum, differentiated assignments, and instruction to meet differentiated needs of all students.

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

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Teacher designed benchmarks, SRI, EVAAS, and MClass Assessments will be used to monitor student academic growth that will add rigor and / or provide targeted interventions.

Schoolwide Best Practices that are researched based will be implemented into daily instruction

Students, K-5 who are identified as At-Risk with Literacy participate in on-site Literacy Interventions with a highly-effective Reading Interventionist Teacher in addition to a Researched Based Literacy 90 minute Block that promotes the Five Domains of Literacy. The Reading Interventionist Teacher will use LLI Research Based Literacy to individualize instruction for students.

Students in Grade 3 who are At-Risk for North Carolina's Read to Achieve Initiative will receive Literacy Interventions with a highly-effective Instructional Coach in addition to a Research Based Literacy 90 minute Block that promotes the Five Domains of Literacy. The Instructional Coach will use LLI Research Based Literacy to individualize instruction for students.

Grades 6, 7, and 8 will receive remediation/targeted strategies during designated 30 minute Learning Lab Time that is incorporated into the Instructional Day.

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	X	X	X	X	
	Strategy 2	X		X	X	
	Strategy 3	X		X		
	Strategy 4	X				
	Strategy 5					
	Strategy 6					
	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:

Highfalls Elementary K-8 School utilizes state, local, and federal funds to support the researched based instructional support programs for all students.

Funding is used for focused research based focused interventions for all at-risk students in reading, math, and science. Supplemental teaching staff is provided using Title I funds.

To increase North Carolina graduation rates for Highfall students funding will be used to promote student leadership and the researched based seven highly effective habits of success.

Targeted Assisted Schools Only

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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 strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

Title I Parent Involvement School Plan
 2014-2015
 Highfalls Elementary K-8
 School

Parental Involvement, Section 1118 of NCLB

Required Components

**Component 2
 Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>1. Shall jointly develop with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan</p>	<p>Parent Night Agenda / Rosters SIT minutes and agenda Placed on Website</p>	<p>Parents Teachers Administration</p>	<p>Back to School Night PTA / Parent Information Night Curriculum Night Parent Conferences Review and Discuss Current Plan Revisions if Necessary Student Led Conferences</p>	<p>9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15</p>
<p>2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)</p>	<p>Connect Ed. Messages Parent Night Agenda / Rosters Minutes Documented Parent Conferences</p>	<p>Parents Teachers Administration</p>	<p>Title I information at First PTA Meeting SIT Meeting SIT Meeting with Staff PLTs</p>	<p>9/16/2014</p>
<p>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)</p>	<p>Connect Ed. Messages Flexible Parent Conferences Documented Parent Conferences</p>	<p>Parents Teachers Administration</p>	<p>Back To School Night Curriculum Night Flexible Parent Conferences Student Led Conferences</p>	<p>9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15</p>
<p>4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)</p>	<p>Parent Letters Curriculum Guides Parent Conferences School Improvement Team Documented Minutes / Rosters Surveys</p>	<p>Parents Teachers Administration</p>	<p>SIT Surveys Parent Information Nights</p>	<p>9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
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)	Connect Ed Newsletters Reminders/Flyers Parent Letters Twitter Website	Parents Teachers Support Staff Classified Staff District Parent Resource Web- Page	Back To School Night Curriculum Nights Parent Information Nights Technology Nights SIT Meetings	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Parent Survey	Parents School Wide Staff	Suggestion Box Surveys	Continual
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Signed School-Parent Compact	Parents Teachers Support Staff Classified Staff Administration	School Improvement Team Parent Informational Nights Parent Conferences	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Parent Information Night Surveys Curriculum Night Surveys Web-Site Links Curriculum Guides Guidance Parent Contact Logs	Parents Teachers Support Staff Guidance Administration District Parent Resource Web- Page High School Administration / Guidance	Parent Information Night Curriculum Nights Web Site Printed Curriculum Guides per Household Shared Lexile / Benchmark Data NC School Report Card / Parent Letter Parent Letters for Scheduled Tests EXPLORE Night	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Parent Information Nights Agenda / Roster Take Home Help Guides	Parents Teachers Support Staff Guidance Administration	Parent Information Nights Printed Curriculum Guides per Household Take Home Reading Books	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
				4-20-15 5-11-15
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)	Professional Development Rosters PLT Minutes SIT Minutes Monday Talk Faculty Electronic Newsletter Friday Shout-Out Electronic Newsletter Guidance Resources PEP Documentation SST Documentation HomeBase Parent/Student Portal	Parents Teachers Support Staff Guidance Administration District Trainers	Title I Conference School Base Professional Development PLT SIT Faculty Meetings Train the Trainers Book Study "Leader In Me" Training PEP Training Homebase Teachers/Parents	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15
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)	Agendas / Signed Rosters Web Site Curriculum / Assessments Links PTA Parent Rosters	Parents Teachers Support Staff Guidance Administration	Back To School Night Book Fairs School Wide Project Based Learning Projects Muffins with Moms and Math Doughnuts with Dads and Digital Literacy	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15
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)	Connect Ed. Messages in Home Language Parent Letters in Home Language Parent Interpreters if applicable State testing scores/explanation guides in Home Language HomeBase Parent Portals	Parents Teachers Support Staff Administration HomeBase Data Manager	Computer Based Language Application Connect Ed Language Options Home Language Surveys HomeBase Parent Portals	Continual
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Flexble Parent Conference Documentation Community Event Agendas Guidance Support Parent Documentation	Parents Teachers Support Staff Community Parnerships Guidance	Twitter School Web-Site Curriculum Nights Parent Infromation Nights Flexible Parent Conferences SKYPE sessions conferences	9-2-14 10-13-14 11-19-14 1-6-15 2-17-15 3-23-15 4-20-15 5-11-15

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