



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	364
School Name	Vass-Lakeview Elementary	Number:	650
School Address:	141 James Street Vass, NC 28394		
Plan Year(s):	2014-2015		
Date prepared:	7/30/14		
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	Bridget Johnson	Teacher Assistant	Paula Nieves
Assistant Principal	Robert Breyer	Parent Representative	Elana Welton
Kindergarten	Linda Pratt	Parent Representative	Helen Games
1st Grade	Del Metcalf		
2nd Grade	Laura Mashburn		
3rd Grade	Julie Shook		
4th Grade	Liz Linsey		
5th Grade	Stacey Deaton		
Instructional Coach	Lisa Mills		
EC	Molly McGahey		
Specialists	Alison Wann		

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	340	52
Female	317	48
White	450	68
Black	66	10
Hispanic/Non-Hispanic	103	16
Hawaiian/Am. Indian	0	0
Multi-racial	20	3

Free/Reduced Lunch Profile 2013-2014 Percentage: 56		
Total Students	Reduced Students	Free Students
367		55.86

Disaggregated Data Chart EOG Reading 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
3	59.4	36.4	44	*	16.7	51
4	54.5	21.4	28.6	*	18.2	44.6
5	37.7	17.6	17	*	6.7	30.7

**Disaggregated Data Chart
Math
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	59.4	18.2	46	*	16.7	52.1
4	66.7	42.9	46.4	*	9.1	60.4
5	55.1	29.4	37.7	*	33.3	47.5

**Lexile Data
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	78	73	*	*	*	79
4	86	*	*	*	46	78
5	85	73	*	*	57	77

**mClass (% below proficient)
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
K	16	0	*	*	25	11
1	19	27	*	*	20	22
2	16	0	*	33	29	17

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

Vass-Lakeview is an elementary school full of opportunities for students. The data analysis points out that despite our almost 60% free and reduced lunch, we are growing learners and are using multiple data sources to document this growth. Cohort analysis indicates that we gained 9.79% in math EOG proficiency as the 3rd grade cohort moved into 4th grade last year. Our SRI data indicates that 78% of our students are either at or above proficiency standards. According to EVAAS, growth data indicates that we are moving into a positive trend, moving entire grade levels out of red and into green. 4th grade math exceeded expected growth with a gain of +5.1. The average student at VLE grew 191 lexile points, exceeding the average growth that is expected in one year.

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

There are significant areas for growth across the board. The data indicates a huge discrepancy for our students who are identified with disabilities. In both Reading EOG and Lexile data, the gaps are an average of -28.2% and -26% respectively for SWD students. According to EOGs our school has significant achievement gaps between subgroups of white, black, LEP and SWD. In all data points established above, these gaps are evident. Additionally, our mClass data indicates that 11% of our Kindergarten students, 21% of first graders, and 17% of second graders are leaving K-2 with a below grade level proficiency on the mClass composite score.

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

We are missing math data for K-2 students. As a school we are working towards better analysis of the quarterly assessment data. Additionally it is difficult to target interventions for ED students since we do not have access to this information.

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.

Vass-Lakeview is in need of a strategic method to close the achievement gap and strengthen our literacy skills K-5. All data provided above indicates a need to strategically strengthen the core instruction provided to all students and then specifically drill down to intervening with those students in subgroups of need.

With 11% of our Kindergarten students not leaving Kindergarten on grade level, this issue starts from the beginning and continues through each grade level.

School Improvement Plan

School: Vass-Lakeview Elementary

Principal: Bridget Johnson

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?

mClass - Dibels EOY Composite Scores - 13% of VLE students well below benchmark, 14% below benchmark
 mClass- TRC EOY Scores - 25% far below proficient, 15% below proficient
 mClass - K-2 averaged data- TRC EOY - 35% were below or far below proficient
 SRI - School Proficiency EOY - Advanced 30%, Proficient 49%, Basic 15%, and Below Basic 6%
 2013-2014 EOG reading composite proficiency 41.9%
 2013-2014 EOG 3rd grade reading proficiency rate of 51%
 2013-2014 EOG 4th grade reading proficiency rate of 44.6%
 2013-2014 EOG 5th grade reading proficiency rate of 30.7%
 2013-2014 EVAAS Growth data indicates +1.7 for 4th grade ELA (2012-2013 -0.8 growth) and +0.2 (2012-2013 -3.0 growth) for 5th grade ELA.

Annual Objective:

SRI- 80% of all 2nd-5th graders will meet or exceed expected Lexile growth (65% in 2014 EOY)
 mClass- 90% of all K-3 students will meet or exceed their personal goal in TRC - (57% met it last year)
 mClass - Increase K-2 TRC proficiency by 10% from 65% to 75% (65% proficient at end of 2014)
 Overall EOG reading proficiency (3-5) will increase from 41.9% to 55.1% (AMO Target)
 SWD subgroup will increase from 20.3% to 30.3% to meet AMO
 ED subgroup will increase from 29.6% to 42.9% to meet AMO
 Black subgroup will increase from 23.8% to 40.4% to meet AMO
 Hispanic subgroup will increase from 23.5% to 43% to meet AMO
 White subgroup will increase from 43.6% to 65.2% to meet AMO
 EOG 2014-2015 Mean NCE Grain (growth) data will increase from +1.7 in 4th grade to +2.0, moving them to exceeding expected growth.
 EOG 2014-2015 Mean NCE Gain (growth) data will increase from +0.2 to +1.2, maintaining their expected growth status.

Mid Year Target:

SRI - MOY - January 2015 - Data Wall indications of students being on target to meet EOY personal goals.
 mClass - TRC - January 2015 - Data Wall indications of students being on target to meet EOY personal goals.
 SchoolNet Quarterly Assessments - Data analysis during PLC meetings to assess student needs through interventions.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. Track each student's reading progress on electronic data wall. Student's information will be updated regularly following common formative assessments, mClass assessments and SRI assessments. These updates will be completed so that gains and losses in literacy proficiency can be monitored, patterns identified, and strategic interventions put in place.	Lisa Mills Melisa Barber Administration All Classroom Teachers	<ul style="list-style-type: none"> • K-3 mClass BOY data from 2014-2015 year • 4-5 EOG data from 2013-2014 • On-going data from common formative assessments, mClass, SRI and progress monitoring. • mClass interventions • Balanced Literacy Framework • 90 Minute Literacy Block • Kagan Cooperative Learning PD • Curriculum Associate Text • Subscription to Mobymax Website 	Lisa Mills Melisa Barber Grade Level Chairs	<ul style="list-style-type: none"> • Spring SRI growth report • Electronic data wall will indicate the direction of student achievement each nine weeks. 	<ul style="list-style-type: none"> • October 24 • January 23 • March 31 • June 11 	June 4th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
2. Implement direct instruction by two certified Reading Interventionists that serve students in Kindergarten-5th grade so that students in need receive focused, research-based intervention which targets their individual areas of weakness as defined by mClass progress monitoring and SRI Lexile growth reports.	Gloria Briglin Paula Garrison Lisa Mills Melisa Barber Classroom teachers	<ul style="list-style-type: none"> Data from mClass SRI data and lexile scores for all students who are served Training in Leveled Literacy Intervention (LLI) for both Reading Interventionists Two additional LLI kits (red & blue) 	Gloria Briglin Paula Garrison Lisa Mills Bridget Johnson	<ul style="list-style-type: none"> Student growth as evidenced through progress monitoring Positive growth in mClass, SRI Lexile growth reports, and EOG scores. 	Daily	June 4th, 2015	
3. Implementation of engaging strategies through cooperative learning structures in all certified teacher's classrooms so that student engagement will rise which in turn will positively affect student achievement.	Administration Classroom Teachers	<ul style="list-style-type: none"> Quarterly Professional Development by teacher leaders on Kagan Cooperative Strategies Classroom walk-through data collection tool so that monthly 	<ul style="list-style-type: none"> Bridget Johnson Rob Breyer Kagan Trained team 	<ul style="list-style-type: none"> Classroom walk through fidelity check of lesson plans Improved student achievement as indicated via mClass, SRI Lexile Growth, and EOGs 	Monthly	June 4th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		fidelity measurements can be collected.		<ul style="list-style-type: none"> Sign-in sheets as proof of completion of each training 			
4. Teachers will implement the new reading adoption series within the 90 minute literacy block so that effective literacy instruction will reach all learners and positively impact literacy achievement.	Administration Lisa Mills Melisa Barber Classroom Teachers	<ul style="list-style-type: none"> PD with the instructional coaches on effectively using Journey's within the comprehensive framework while supporting the 5 domains of literacy instruction. Co-teaching with instructional coach for teachers in need of additional support to make the new adoption effective within the 90 	Administration Lisa Mills	<ul style="list-style-type: none"> Sign-in sheets from PD sessions Classroom walk through fidelity check of lesson plans Self-assessment form of perceived teacher effectiveness within the 90 minute literacy block -Improved student achievement as indicated via mClass, SRI Lexile Growth, and EOGs 	After MOY and BOY	June 4th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		minute literacy block.					
5. K-3 teachers will support reading strategies and instruction so that third grade students will meet Read to Achieve requirements for third grade proficiency.	K-3 teachers Principal Assistant Principal Instructional Coach	Instructional Coach Reading Intervention Teachers SST Model Instructional Support Model Intervention during the school day	Principal Instructional Coach	Progress Monitoring mClass data SRI data Personal Education Plans	<ul style="list-style-type: none"> • October 24 • January 23 • March 31 • June 11 	June 1, 2015	

School Improvement Plan

School: Vass-Lakeview Elementary

Principal: Bridget Johnson

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input checked="" type="checkbox"/> Culture <input type="checkbox"/> Leadership	Critical Element: External Collaboration	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?

Attendance at Title 1 Parental Involvement activities was an average of 153 parents per event (up from 43 the previous year)
 27.4% of students requested additional training on how to prevent and respond to bullying and/or harassment according to the 2014 OCR survey.
 32.3% of staff members stated that we need to talk more about racism and other forms of discrimination according to the 2014 OCR survey.
 25.98% students stated that the school does not take complaints of harassment and discrimination seriously according to the 2014 OCR survey.

Annual Objective:

Vass-Lakeview will increase the number of participants by 50% at parent/family events as determined by comparing the 2013-2014 sign-in sheets to the 2014-2015 sign-in sheets.
 OCR data will indicate a 20% decrease in students requesting additional training on how to prevent and respond to bullying and/or harassment complaints.
 OCR data will indicate a 20% decrease in staff members responding a need to talk more about racism and other forms of discrimination.
 OCR data will indicate a 20% decrease in students indicating that the school does not take complaints of harassment and discrimination seriously.

Mid Year Target:

Review previous year's sign-in sheets in comparison to current year. Look for increased parent participation.
 Conduct mid-year cultural survey to assess improvements in OCR data areas.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
"Cookies and Curriculum" will occur at the beginning of the school year so that work products and curriculum expectations are established for all parents in attendance.	Grade Level Chairs PTA Board Members	Curriculum guides, Refreshments, Agenda for opening PTA meeting, Student work samples, Curriculum Presentations. Extracurricular Events table	Grade Level Chairs PTA President	Parent sign-in sheets pictures of the event	September 30, 2014	September 30th @ 6:30	
"Reading Around the World" will occur in November in an effort to engage parents and students in literacy strategies together so that parents are explicitly taught tips and tools to utilize when reading with children at home which in turn will positively affect reading achievement.	Reading Committee Administration	Food from caterer Parent Resource cards from Kaplan	Melisa Barber Lisa Mills	Parent sign-in sheets pictures of the event	December 1st, 2014	November 2014	
Bullying Prevention Education for students and staff so that both teachers and students are aware of the processes and procedures for bullying claims.	PBIS Team Administration Alison Wann	<ul style="list-style-type: none"> Bullying PD for staff members "Steps to Respect" program for all K-5 students Student anti-bullying program presented to all students 	Alison Wann Sharon Brower Katie Lockamy	PD sign-in sheets Agenda from training Agenda for student presentation Contract from Gray Seals	June 4th, 2015	June 4th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		<ul style="list-style-type: none"> • Gray Seals Puppets production in February • Community Resources for Parents • Bully Prevention Posters and Materials provided throughout the building. 					
One Book, One School = Entire school community reading and sharing one book together over the course of 1 month so that parents and students are engaged in literacy and comprehension activities within the home.	Kim Graham Bridget Johnson Tina Johnson	<ul style="list-style-type: none"> • Food for families • Books for each student Themed related materials for reading night	Kim Graham Tina Johnson Bridget Johnson	<ul style="list-style-type: none"> • Agenda from One Book, One School Reading Night • Student Materials that are sent home • Parent Sign-in sheets from Reading night 	March 2015	April 2015	

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What data provides evidence of current growth stage?

EOG 2013-2014 proficiency - 53.4% composite in 3rd-5th Mathematics

EOG 2013-2014 proficiency in 3rd grade is 52.1%

EOG 2013-2014 proficiency in 4th grade is 60.4%

EOG 2013-2014 proficiency in 5th grade is 47.5%

EOG 2013-2014 Mean NCE Gain (growth) in 4th grade mathematics = +5.1 (-0.2 growth - 2012-13)

EOG 2013-2014 Mean NCE Gain (growth) in 5th grade mathematics = -0.6 (-4.8 growth - 2012-13)

Achievement gaps in proficiency currently exist between White (60.3%) students and Black (31%) , Hispanic (50%), SWD (21.9%), Female (53%) and Economically Disadvantaged students (43.4%)

Annual Objective:

Overall EOG mathematics proficiency (3-5) will increase from 53.4% to 63.4% in the 2014-2015 school year. (10% improvement - AMO =53.9%)

EOG 2014-2015 Mean NCE Gain (growth) in 4th grade mathematics will maintain their exceeded expected growth status.

EOG 2014-2015 Mean NCE Gain (growth) in 5th grade mathematics will increase from -0.6 to +0.6 and maintain their expected growth status.

AMO targets for white students will be met by raising proficiency from 60.3% to 63% (AMO target)

AMO targets for black students will be met by raising proficiency from 31% to 41% (37.8% = AMO target)

AMO targets for SWD students will be met by raising proficiency from 21.9% to 31.9% (30% = AMO target)

Mid Year Target:

SchoolNet Quarterly Assessments - Data analysis during PLC meetings to assess student needs through interventions.

K-2 Quarterly Benchmark data - analysis during PLC meetings to assess students needs through interventions.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. Implementation of engaging strategies through cooperative learning structures in all certified teacher's classrooms so that student engagement will rise which in turn will positively affect student achievement.	Administration Classroom Teachers	<ul style="list-style-type: none"> Monthly PD on cooperative learning strategies Classroom walk-through data collection tool so that fidelity measurements can be collected Incorporate structures from - Kagan Cooperative mathematics book in weekly planning.	Bridget Johnson Rob Breyer Kagan Trained Team	<ul style="list-style-type: none"> Classroom walk through fidelity check of lesson plans Improved student achievement as indicated via quarterly assessments & EOGs Sign-in sheets as proof of completion of each training 	Quarterly	June 4th, 2015	
2. Strategic planning and professional development in the areas of the 8 mathematical practices so that deeper problem solving and higher order thinking will positively affect student achievement.	Administration Michelle Gray Classroom Teachers	<ul style="list-style-type: none"> Professional Development on the 8 mathematical practices Planning sessions with Michelle Gray to focus on advanced problem solving and higher order 	Rob Breyer Bridget Johnson	<ul style="list-style-type: none"> Improved students achievement as indicated via quarterly assessments & EOG growth and proficiency. Schoolnet benchmark assessments 	Quarterly	June 4th, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		thinking in mathematics		<ul style="list-style-type: none"> in 3rd-5th grade • Sign-in sheets as proof of completion of each training. 			
3. Small group instruction in mathematics using the Moore County School's mathematical framework so that students are engaged in small group instruction that is differentiated and student specific.	Administration Instructional Coaches	<ul style="list-style-type: none"> • Guided Math book for all teachers available online • K-2 Guided Math instruction books • PD on 8 mathematical practices • PD on MCS Math Framework 	Lisa Mills Melisa Barber	<ul style="list-style-type: none"> • Improved students achievement as indicated via quarterly assessments & EOG growth and proficiency. • Schoolnet benchmark assessments in 3rd-5th grade • Walkthrough data • Sign-in sheets as proof of completion of each training. 	Quarterly	June 4th, 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	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 school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: Vass-Lakeview teachers employ a wide variety of research based strategies in addition to those listed on the School Improvement plan. Specifically, we have increased the amount of non-fiction reading material in every classroom through the purchase of age-appropriate classroom magazines and website subscriptions. We are sending multiple staff members to a Behavior Intervention workshop in an effort to use research based strategies to intervene with our Tier 3 students who are in need of our most intensive services. All of our Teacher Assistants will have the opportunity to attend the NC Teacher Assistant Conference in Greensboro. Through this conference, our teacher assistants will be taught the latest research based strategies that they can implement effectively in their K-2 classrooms. In November, the principal will attend a conference on making the Common Core State Standards both rigorous and motivating to all students. Additionally, all teachers are intervening with students who are struggling, using only research based strategies that are specifically geared towards the individual student's areas of need.

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					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	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:
All K-5 and Specials teachers are Highly Qualified.

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	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: The following professional development is offered to all certified staff throughout the 2013-2014 school year: Cooperative Structures and Strategies, I can statements, the 90 Minute Literacy Block, DPI Consultant Anne Evans mClass refresher, weekly data review in PLC, VLE Optional Book Club, When to make DSS Referrals, What is McKinney-Vinto?, CCSS 8 Mathematical Practices, The 6 Characteristics of Great Classrooms, PBIS refresher, NCPAPA Administrative Conference, Crucial Conversations through NCASA, NC Guidance Counselor State Conference, as well as Monthly Beginning Teacher Training.

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					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	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:

Recruitment is done at the central office level with the final employment handled at the school level. At Vass-Lakeview we make every effort to higher only highly-qualified teachers. We currently have 100% of our certified staff with HQ status. There are incentives to working at VLE including a safe learning environment that is clean and well maintained. The NC Teacher Working Conditions Survey is utilized to gather data to maintain a positive working climate. Vass-Lakeview Elementary School provides additional incentive that include but are not limited to; daily common planning time, a weekly PLC meeting, assistance from an Instructional Coach, mentor support, quarterly meetings for beginning teachers, professional development opportunities, staff appreciation rewards and an active Student Support Team. Teachers in this building have a SmartBoard, laptop and iPad. Every classroom is also equipped with a pod of 5 other devices (laptops, netbooks, ipads, etc.) Currently our class sizes are low, typically around 20 students per classroom. Additionally Vass-Lakeview maintains a daycare and preschool setting for children of teacher's children.

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			
	Strategy 2		X			
	Strategy 3		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. Vass-Lakeview uses the required Title 1 funds designated for parental involvement activities. Monthly events have been scheduled that will invite parents into our building for multiple purposes from musical performances to family events to curriculum nights. The school's webpage is regularly updated with pertinent information and upcoming events. The 2nd Annual Objective of our School Improvement Plan answers our detailed efforts to double our parent participation in the 2013-2014 school year. We have planned a Curriculum Night, Fall Festival, Treasure Hunt Reading Night, Veteran's Day Assembly, Valentine's Day Assembly, Parents and Pizza Reading, Reading on the Lawn, a Bullying Prevention Presentation as well as every 6 weeks awards assemblies. VLE has an active PTA that supports the School and it's school improvement goals. There are multiple parent representatives on the SIT. Additionally we have drafted and shared a new Parental Involvement Policy. This policy was shared at our November PTA meeting/student performance.

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: Vass-Lakeview Elementary holds a Kindergarten registration and an informational session for all parents. Preschool parents are invited to attend Kindergarten Curriculum Night and preschoolers visit kindergarten classrooms each spring. Preschool teachers collaborate with Kindergarten teachers to ensure vertical alignment. EC teachers meet with staff from the Sandhills Children's Center to facilitate the transition to public school.

Additionally, our 5th graders visit Crain's Creek Middle School to prepare themselves for their transition to middle school.

When a new student enrolls in VLE, our teachers know to train that student on the PBIS matrix of expectations. The matrix clearly explains the expected behavior for every area of our building. This explicit teaching of expectations helps students transition into our school community with ease.

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				
	Strategy 2	X				
	Strategy 3	X	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: Teachers at Vass-Lakeview utilize formative and summative assessment data such as mClass data, benchmark assessments, classroom assessments and observations to drive instructional decision making. PLCs work collaboratively to design instruction that is differentiated according to student need and has clear learning targets. Teachers utilize a data wall to display and monitor students' progress on a weekly basis. Additionally, the Instructional Coach meets with teachers on a weekly basis to review the grade level's data and their progress towards intended outcomes.

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				
	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: Teachers use mClass data to differentiate literacy instruction. Interventions and progress monitoring are utilized to monitor student learning and instructional focus. Specific activities include services through Reading Interventionists, Leveled Literacy Intervention, Reading Mastery, Student Support Team interventions, Personalized Education Plans, and Individualized support through teacher assistants and other support staff. Additionally, we have implemented an intervention block in the computer lab from 7:05-7:30 each day. This lab time allows students to receive computerized interventions prior to the official start to the school day. Parents are a part of this process as they are notified on a regular basis of their student's progress or failure to achieve. Teachers are documenting the progress of students using progress monitoring data and the new NC Read to Achieve Parent Notification documents.

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					
	Strategy 3					
	Strategy 4					
	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:

Vass-Lakeview Elementary utilizes various funds (state, local, and federal) to support quality instructional programs. Funds are used to support focused intervention for those students who are at risk in reading, math, and science. Supplemental instructional tools are provided with Title 1 funds. See finance records/proposals for further details.

Title I Parent Involvement School Plan
2014-2015

Vass-Lakeview Elementary
School

Parental Involvement, Section 1118 of NCLB

Required Components

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	<ul style="list-style-type: none"> • Compact Agreement • Copy of Parent Involvement Policy 	<ul style="list-style-type: none"> • SIT • Staff • PTA Members • Parents 	<ul style="list-style-type: none"> • SIT Meetings • Parent input • PTA Participation 	<ul style="list-style-type: none"> • September 2013 • December 2013 • February 2014 • May 2014
2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)	<ul style="list-style-type: none"> • Meetings w/PTA • Principal to Parent Meetings 	<ul style="list-style-type: none"> • PTA Representatives • SIT members • Administration • Staff 	<ul style="list-style-type: none"> • Principal to Parent/PTA Meetings • Back to School Night • Curriculum Night • PTA Board Meetings • Treasure Hunt Reading Night • Reading on the Lawn 	Quarterly Review
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)	<ul style="list-style-type: none"> • PTA Meetings • Back to School Sign in sheets • Parent/Teacher conference schedule • Parent Education Workshops • ESL Nights 	All parents are provided the opportunity	<ul style="list-style-type: none"> • PTA meetings with programs • Home visits • Parent Conferences 	Quarterly Review
4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	<ul style="list-style-type: none"> • Meeting w/PTA representatives • Principal to Parent Meetings/PTA Meetings 	Any interested parent	<ul style="list-style-type: none"> • Principal to Parent Newsletter • Connect-Ed Messages 	May 2014

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)	<ul style="list-style-type: none"> • Curriculum Night • Parent Conference Schedule • Grade level curriculum documents • Principal to parent newsletters w/timeline of events 	<ul style="list-style-type: none"> • Staff • Administration • Parents 	<ul style="list-style-type: none"> • Hold academic conferences • Provide materials on academic standards • Connect-Ed messages • Principal to Parent Newsletters 	- Quarterly
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	<ul style="list-style-type: none"> • Parent Concerns • Information on who to call 	<ul style="list-style-type: none"> • Parents • BOE Members • Administration • Central Office Staff 	<ul style="list-style-type: none"> • Open door policy • Board Meetings 	May 2014
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	- Signed compact	<ul style="list-style-type: none"> • Staff • Parents • Students 	- Compacts provided, discussed and signed at parent/teacher conferences or meetings	October 2013
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	<ul style="list-style-type: none"> • Curriculum brochures • EOG parent handout • Assessment data • SST meetings • Curriculum Night sign-in sheets 	Staff <ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • Parent Conferences • Curriculum Night • Newsletter, handouts 	Fall 2013 Winter 2013 Spring 2014
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	<ul style="list-style-type: none"> • Curriculum Night materials • Newsletters • Parent Workshop Agendas 	<ul style="list-style-type: none"> • Staff • Parents • Students 	<ul style="list-style-type: none"> • Curriculum Nights • Parent Workshops 	May 2014

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
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)	- Staff Meeting sign in sheet	- Staff	<ul style="list-style-type: none"> • Staff Meetings • Volunteer Coordinator work with staff and volunteers • Guidance support for parents and staff • Military consultant support for parents and staff 	May 2014
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)	<ul style="list-style-type: none"> • Sign in sheets • Transition Meeting 	- Identify staff and students	<ul style="list-style-type: none"> • Parent information meetings • Preschool parents invited to K Curriculum Night 	May 2014
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)	<p>Letters in English/Spanish</p> <ul style="list-style-type: none"> • ESL nights • Marquee • Connect-Ed in English/Spanish • Translator when needed • ESL program 	- Staff	- Distribute information to parents in a timely manner	- May 2014
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	<ul style="list-style-type: none"> • Girl Scouts/Boy Scouts • McKinney-Vento documentation • Intramural Basketball program 	<ul style="list-style-type: none"> • Community volunteers • Staff • Social Worker • Guidance Counselor 	<ul style="list-style-type: none"> • Girl Scout/Boy Scout programs • Intramural basketball program • Home visits • Transportation 	May 2014

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