



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	9109472976
School Name	West End Elementary School	Number:	9106736691
School Address:	4483 NC Hwy 211 West End, NC 27376		
Plan Year(s):	2014-2015		
Date prepared:	9/22/14		
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
Chair- 4th grade rep	Jenifer Wolfe	Parent	Valerie Melango
Secretary - EC rep	Mary Kathryn Doll	Parent	Christy Hunt
Principal	Leigh Ann McClendon	Parent	Julia Holderfield
Assistant Principal	Judy Heffner		
K rep	Peggy Overton		
1st rep	Ashley Wilson		
2nd rep	Erica Hammond		
3rd rep	Diana Chrisitan		
5th rep	Matt Glendenning		
Specials rep	Lance Barber		
TA rep	Lori Brewer		

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	210	47%
Female	237	53%
White	310	69%
Black	59	13%
Hispanic/Non-Hispanic	59	13%
Asian	8	2%
Hawaiian/Am. Indian	1	0%
Multi-racial	6	1%
SWD	55	22%

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

Grade	White	Black	ED	LEP	SWD	ALL
3	62.5	<5	30.4	*	30.8	54.8
4	72.2	50.0	40.0	*	20	66.0
5	53.8	*	35.7	*	26.7	48.1

**Disaggregated Data Chart
Math
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	41.7	<5	21.7	*	15.4	40.3
4	66.7	60.0	45.0	*	20	64.2
5	56.9	*	42.9	*	6.7	54.3

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

Our data indicates that we are growing and increasing in enrollment.

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

4th grade math, 5th grade reading, and 5th grade science need opportunities for improvement..

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

Economically disadvantaged student data is confidential therefore making tracking this subgroup very difficult.

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.

Achieve or exceed growth in fourth grade math, fifth grade science, and fifth grade reading.

School Improvement Plan

School: West End Elementary School

Principal: Leigh Ann McClendon

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?

1. OCR Results indicate that 35.48% of staff members at West End Elementary (as compared to 25.16% of MCS employees) need additional training on how to prevent and respond to bullying or harassment on the basis of race, color, and national origin.
2. TWC survey indicates a decrease of 20% (95% to 75%) when asked if their school was a supportive and inviting place to work.
3. TWC survey indicated that only 57.7% of the faculty felt as though they were recognized for accomplishments.
4. TWC survey indicated that 53.6% of teachers felt as though professional development was differentiated to meet their individual needs.

Annual Objective:

Increase teacher morale as measured by OCR data and TWC data by providing a supportive and inviting place for staff to work so that teacher turnover rate will be minimal and teachers will feel valued for their work.

Mid Year Target:

Mid year staff survey (February 1, 2015) will indicate an increase of teacher morale as measured by local and school surveys.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Provide additional training for staff on bullying and harassment; specifically based on race, color, and national origin so that staff members are more informed on how to respond and prevent incidents.	Amanda Bullard and Administration	Training on bullying and harassment	Judy Heffner	Pre and Post Survey	Mid year - Feb. 1, 2015	Mid year - Feb.1, 2015 and End of year - June 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
2. Recognize staff for accomplishments by giving them prompt feedback (30 second and five minute feedback) after successful lessons, observations, and walkthroughs so that teachers feel valued for their work.	PLC members, Administration, Instructional Coach	Scheduled weekly time for meetings	Leigh Ann McClendon,	PLC minutes Surveys	Weekly Mid-term and EOY	June 2015	
3. Encourage peers to recognize each other for accomplishments by completing a "shout out" form and celebrate at staff meetings	Selected staff members	"Shout out" forms	Individual staff members	Staff recognitions	Monthly staff meetings	June 2015	
4. Develop a survey to measure progress of teacher morale mid-year and the end of the year.	SIT members	Regularly scheduled meetings. Time for collaboration Survey monkey	SIT chair - Jenifer Wolfe	Completed surveys	Feb.1st, 2015 and May 2015	May 2015	
5. Support teachers by participating in weekly PLC meetings so that they receive prompt and accurate feedback on their lesson planning and data analysis.	Individual grade levels and administration	Weekly PLC meeting time	Teachers and Admin	PLC minutes	Weekly	June 2015	
6. Using teacher input,(grade level, SIT team, TAC, and individual) provide differentiated Professional Development activities so that training for teachers are specific to West End Elementary's needs.	Teachers and Admin	Specific to teacher needs (ongoing)	Leigh Ann McClendon	Teacher surveys	Mid year and End of year	June 2015	
7. Create Teacher, Parent and Student Advisory Groups so that all stakeholders have a voice in the collaborative school environment.	Select Members	Scheduled monthly meeting dates	Leigh Ann McClendon	Surveys	Monthly	June 2015	

School Improvement Plan

School: West End Elementary School

Principal: Leigh Ann McClendon

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

1. 54% of students at WEE are proficient or above as reported on the Mclass BOY assessment
2. SRI data indicates that 47% of our students are proficient or above as reported on the SRI BOY assessment.
3. Math students in grades 3-5 met AMO target by Confidence Interval in White, EDS, and SWD students in the 2014 school year.
4. Fifth grade white students did not meet AMO targets and all science students met with a confidence interval.
5. 43% of third grade students passed the Read to Achieve standards based on the BOG assessment.

Annual Objective:

West End Elementary will meet or exceed federal annual measurable objectives in all subgroups in Reading, Math, and Science and all state-mandated target proficiency rates by the end of 2015 school year.

Mid Year Target:

Middle of year benchmarks and assessments will indicate an increase of student proficiency by 20%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. Identify and target instruction for all students that are below grade level by providing research based interventions (LLI, mclass, or Reading Mastery) so that achievement increases.	Renee Robbins, Leigh Ann McClendon, Assistant Principal	LLI kits, mclass materials and assessments, Reading mastery materials, data	Renee Robbins, EC Teachers, Instructional Reading Specialists	Increase in student achievement, schedules	Monthly	June, 2015	
2. All students will create and maintain a data notebook that includes their personal goals and progress for Reading and Writing so that they can share with their parents during	K-5 students	Individual data (SRI, mclass, and baseline writing), Goal sheets	Each student and classroom teacher	Increase in student achievement and completed data	Monthly contributions, open houses, parent visits, etc.	June, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
conferences/open houses/visits and be held accountable for their own learning and progress.				notebook, Student pride			
3. All teachers will create and maintain a data notebook that supports their reading data and goals from their PDP so that a clear focus is maintained on literacy and data all school year. Teachers will meet with a peer twice per year to explain his/her goals and progress.	All certified staff	Notebooks, reading data, PDP goals	Individual Certified staff members	Completed data notebook and success with goals	Spring and Fall	Feb.1, 2015 and June, 2015	
4. Create a data wall so that teachers have a visual and to raise awareness of our students that are not being successful. Teachers will celebrate successes as we close this achievement gap among students.	Classroom Teachers	Charts, index cards, data	Classroom teachers; Renee Robbins, Leigh Ann McClendon	Data wall created and achievement gap closing by EOY	Weekly PLC's	June, 2015	
5. Participate in Interim assessments so that West End can compare how our school is performing compared to other schools in the county.	All 4th and 5 grade teachers in math and reading and 3rd grade teacher in math only	Interim assessments created by the county	Classroom teachers, testing coordinator	Completed interim assessments	Once each quarter	Quarterly at the end of each nine weeks.	
6. Monitor lexile levels of students and ensure they are checking out and testing on appropriate books and material so that proficiency and growth are increased.	Renee Robbins, Classroom Teachers, Media Coordinator	Notebook listing all lexile levels in Media Center.	Catherine Locklear	Student reading logs, tests completed on their levels, benchmark scores	Monthly	October 1	
7. Desaggregate mClass and SRI data during PLC's so that teacher's progress monitor appropriate skills for students.	Classroom teachers	mclass data, SRI data,	Classroom Teachers and Instructional coach	Lesson plans, guided reading groups, progress monitoring data	Weekly	June, 2014	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
8. 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 LLI Kits	Principal Instructional Coach	Progress Monitoring mClass data SRI data Personal Education Plans Lesson Plans Student achievement	Benchmark assessments (mclass, SRI), Formative and Informative assessments	June 2014	
9. Read to Achieve will be implemented in third grade along with research based interventions (LLI, Reading Mastery) and rigorous lesson plans aligned to standards so that students will be proficient in Read to Achieve state standards and be successful in fourth grade.	Third grade teachers Instructional Coach Administration	LLI Kits Reading Mastery Kits Pacing guides Unpacking documents Read to Achieve passages	Kelly Cook Teresa Phillips Diana Christian Desirae Ball	All students meeting RTA standards Level P in mclass 725 in SRI or 439 in BOG	September - BOG test results Sept,		

School Improvement Plan

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Principal: Leigh Ann McClendon

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What data provides evidence of current growth stage?

1. Students did not meet expected growth at West End Elementary as measured by our School-wide Accountability Growth composites.
2. BOY MClass assessments indicate that 54% of students are at or above proficient in Reading Comprehension.
3. BOY SRI assessments indicate that 47% of students are at or above proficient in Reading Comprehension.
4. 43% of students in grade 3 have passed RTA standards by completing their BOG test.
5. EVAAS data indicates that our 3 yr average gain in fourth grade math is -2.1; below the growth standard by more than 2 standard errors.
6. EVAAS data indicates that 5th grade reading students have a 3yr avg. gain of -3.1; below the growth standard by more than 2 standard errors.
7. EVAAS data indicates that 5th grade science students have a 3yr avg gain of -2.8; below the growth standard by more than 2 standard errors.

Annual Objective:

West End Elementary students will meet or exceed growth expectations in Reading, Math, and Science by the end of the 2014-2015 school year so that students will be college and career ready.

Mid Year Target:

Middle of the year benchmarks and assessments will indicate a 20% increase in growth by Feb. 1, 2014

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
1. Teachers will plan and execute instruction aligned with the NCSCoS by utilizing the pacing guide, standards, and unpacking documents.	Teachers	Pacing Guide Unpacking Documents NCSCoS	Renee Robbins	Interim assessments Lesson Plans	Quarterly Weekly	June 2014	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
2. West End Elementary grades 3,4,and 5 will administer math interim assessments and use the data obtained to drive instruction so that students master the standards.	3, 4, and 5 grade teachers	Interim assessments	Catherine Locklear	Interim assessments	Quarterly	June 2014	
3. West End Elementary grades 4,and 5 will administer reading interim assessments and use the data obtained to drive instruction so that students master the standard	4th and 5th grade teachers	Interim assessments	Catherine Locklear	Interim assessments	Quarterly	June 2014	
4. Produce and share mClass growth reports for students in grades K-3 so that teachers can effectively progress monitor students to ensure mastery of the standards in reading.	PLC teams	MClass growth reports	Leigh Ann McClendon	McClass growth reports showing growth	MOY and EOY	June 2014	
5. Use SRI growth reports in grades 2-5 to measure individual student progress and growth.	PLC teams	SRI Growth reports	Leigh Ann McClendon	SRI growth reports showing growth	MOY and EOY	June 2014	
6. Teachers will use the correlation effectiveness report through mclass to monitor student progress and adjust instruction for students that are not making progress	PLC teams	Correlation effectiveness reports	Leigh Ann McClendon	Report that shows comparison of increased growth from BOY to MOY to EOY	MOY and EOY	June 2014	
7. Create a growth report through mclass to measure student growth over time.	PLC teams	Growth report	Leigh Ann McClendon	Student growth	MOY and EOY	June 2014	
8. Teachers will create a PDP goal that measures growth so that students will exceed one years growth by the end of the year.	Individual teachers	NCEES PDP documentation	Leigh Ann McClendon Judy Heffner	Individual goals and Student growth	BOY, MOY, and EOY	June 2014	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
9. Provide specific research based interventions such as LLI and Reading Mastery for students that are not making growth so that students can catch up on grade level standards.	Literacy Coach Reading Interventionist	LLI kits Reading Mastery kits	Renee Robbins	Student growth	Quarterly progress reports	June 2014	
10. Use math Quantiles and Scholastic Math Inventory to measure student growth over time.	Math teachers	Training in Quantiles - Michelle Gray Scholastic Math Inventory - ordered	Administration	Student achievement	December, May	June 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		
	Strategy 2		X	X		
	Strategy 3		X	X		
	Strategy 4		X	X		
	Strategy 5		X	X		
	Strategy 6		X	X		
	Strategy 7		X	X		
	Strategy 8		X	X		

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:

The LEA assists schools in directing reform strategies based on EOG results, mclass results, SRI results as well as OCR (Office of Civil Rights survey results). Guided reading is implemented in all grade levels in a protected 90 min. literacy block. Reading 3D and mclass assessments are implemented school wide (every child K-3 and bottom 20% of students in 4th and 5th grade.) Progress monitoring will be utilized more extensively to monitor all students' progress as an instructional focus.

Other strategies: PLC data notebooks, student data notebooks, and teacher data notebooks will be in place and serve as a (self) monitoring and documentation tool for students and staff members. Teachers are using a common literacy framework and utilizing a 90 min. uninterrupted literacy time. We have implemented Teambuilding / Kagan strategies and continue to teach using a common Basal Literacy textbook. Teachers are receiving ongoing PD on how to analyze data, unpacking documents, etc.. All K-1 teachers have a full time assistant. Assistants are also shared with upper grade levels to provide help with guided reading groups. We are also implementing a Global Gateway model to ensure global cultural awareness among our students. We are also in year one of Spanish Immersion (90/10) model.

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

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:
West End Elementary School has 100% of teachers that 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		
	Strategy 2			X		
	Strategy 3					
	Strategy 4	X		X		
	Strategy 5			X		
	Strategy 6			X		
	Strategy 7			X		
	Strategy 8			X		

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: All teachers will participate in required district professional development and other opportunities as they so choose that are optional. All teachers and staff will participate in monthly staff development training that focus on the literacy framework, mclass assessment, data disaggregation, SRI reporting, etc. All teachers will complete the 4 Global Gateway modules, Quantile training, etc.. Teachers will have ongoing Professional development weekly during their PLC's by disaggregating data and effective lesson planning. Teachers in grades 1-5 participate in professional development each summer as part of our i3LASER Science Grant. Included in the grant is over 90 hours work of PD as well as 5 years worth of Kits and materials to use with the students. (We are in year four.) Certain teachers will be trained in LLI kits.

Component 5

Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools has a special need for excellent teachers. Therefore, the school-wide plan must describe the strategies it will use to attract and retain highly qualified teachers.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	X	X			
	Strategy 2	X				
	Strategy 3	X	X			
	Strategy 4	X				
	Strategy 5	X				
	Strategy 6	X				
	Strategy 7	X				
	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:

All teachers are given opportunities for staff development and CEU's at various times throughout the year. Teachers are given materials in order to teach the curriculum effectively. Teachers receive ongoing support in science instruction through the grant from NSRC and the Smithsonian Institute.

Teachers receive duty free lunch on a daily basis, a 40 min. planning daily, and an 80 minute planning PLC one per week.

Beginning teachers receive mentor support and fewer duties than other teachers. Human resources works with Principals to recruit and maintain highly qualified teachers. The NC Teacher Working Conditions Survey will be used to gather data about maintaining positive working conditions. We also have Vertical Planning Teams and a Literacy Coach that work together to analyze data for student achievement, SST, multitudes of resources (ipad for every teacher) and staff rewards.

Component 6

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school-wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2		x			
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7	x				
	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. West End Elementary uses the required Title 1 monies set aside to support our parent involvement activities. Annual meetings are held along with additional special events such as PTA performances, Fall Festivals, Garden club, Curriculum Nights, Open houses, Staff and Student March Madness basketball game, and more. We use agendas and Parent Communication folders to support communication between home and school and a Garden team that includes many parents and community members that get active and involved with various activities throughout the school. We have a strong PTA that supports the school's goals. Parents are encouraged to become active in their child's education. See the attached Parent Involvement Plan matrix. We also have a large number of parent volunteers and will be hosting 4 parent information sessions throughout the year on specific areas as communicated as a need through our former Title One parent survey.

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			
	Strategy 2		X			
	Strategy 3		X			
	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: West End Elementary holds Kindergarten registration every spring and provides readiness folders and materials for each participant to support students prior to entering kindergarten. Kindergarten staff members meet regularly with our Preschool teachers and plan vertically. Preschool students are mentored by our upper grade students in the garden and often read to in the classroom by these older students (Reading buddies). Preschool visits the upper grade classrooms and participates in all assemblies along with regular school-age children. Preschool teachers meet with staff from Sandhill's Children's Center and other daycares to facilitate the transition into public school.

Fifth grade students also meet with the middle school teachers each year and visit the school in order to transition the students from Elementary School to Middle School.

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

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: In PLC's, along with the Administrative team and Literacy Coach, teachers and will analyze student work, analyze formative and summative data from benchmarks, mclass assessments, common assessments, classwork, etc. Teachers also analyze their lesson plans monthly to ensure alignment of the curriculum and reflection of best practices and strategies that inform instruction. Teachers plan vertically and discuss assessments and plan for instruction. Assessments used include mclass, K-2 math assessments, EOG's. formative assessments, summative assessments, common assessments, etc. Also, within the PLC's teachers analyze evidence of student learning to guide instructional decision making. Teachers also keep a data notebook on their literacy and PDP goals as well as students. Interventions and tier supports are documented for each student.

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

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

Our school has implemented Kagan strategies, Schlechty Design Qualities, and a protected Literacy framework (90min), and Rutherford coaching strategies in order to provide all students opportunities for engaging experiences and accountability for learning. We include our Reading Intervention Teachers (LLI groups), 90 Min. Literacy Block Framework, Guided Reading, after-school homework help, peer tutoring, one-on-one help from volunteers, afterschool tutoring through two separate church groups, SST, Guidance support, PBIS, RTI strategies, and school base assistance team as needed to provide differentiated help to students.

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

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:

West End Elementary uses various funds (state, local, and federal) to support the multiple instructional support programs for our school. Many of the funds are used to provide focused intervention for the at risk students in reading, math, and science. Supplemental teaching staff is provided using Title 1 funds. We also partner with Kiwanis, local churches and businesses for free school supplies for our students in need and are community partners with Food Lion. Food Lion often donates needed supplies and sponsors a math night for all of our students. Impact Aid dollars are also used to purchase technology for the benefit of our students.

Title I Parent Involvement School Plan
2014-2015

West End Elementary School
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	School-wide policy SIT minutes PTA minutes	SIT members PTA members and other invited parents	Review and discuss current plan. Make revisions if necessary. Accept plan if approved.	SIT dates - monthly(9/23, 10/16, 11/18, 1/20, 2/17, 3/31, 6/12) PTA - 9/26, 10/23, 11/20, 12/9
2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)	Agenda Sign In Sheets Parents Right to Know Letters	Staff Parents	PTA meeting to explain requirements each Fall SIT meeting to explain to staff Send home letters	10/23
3. Shall offer a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)	Sign in sheets Agendas	Parents Staff PTA SST SIT	PTA meetings SIT meetings Fall Festival Open House Curriculum Nights Parent/Teacher Conferences Preschool home visits Hispanic Parent Academy Spring Fling	SIT dates - monthly(9/23, 10/16, 11/18, 1/20, 2/17, 3/31, 6/12) PTA - PTA - 9/26, 10/23, 11/20, 12/9 and other various dates throughout the year.
4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	Agenda Sign in sheets	Parents PTA Teachers	PTA meetings Parent surveys SIT meetings	SIT dates - monthly(9/23, 10/16, 11/18, 1/20, 2/17, 3/31, 6/12) PTA - PTA - 9/26, 10/23, 11/20, 12/9 and other various dates throughout the year.

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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)	Agenda Sign in sheets Parent Handbook Parent Calendar	Parents Teachers SIT members PTA	Newsletters Marquee Website Connect Ed Curriculum Nights Open House Parent Conferences	Various dates throughout the year.
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Documentation of Letters from parents	Principal	Send all personnel issues to HR Send curriculum issues to IDI Send Safety issues to Associate Superintendent	Immediately if not resolved at school level.
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Student/Parent/ Teacher signatures on compact Revised compact	Parents SIT members PTA Teachers	Required parent conferences to sign compact and see report card Revise compact if needed Parent discussions	October 7th
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Agendas Parent Signatures	Parents Principal	Curriculum Nights Connect Ed Newsletters	Fall, 2014 Spring, 2015
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Copies of newsletters Letter of correspondence about parent resource check out system Parent workshop sessions	Teachers Staff Parents,	Hispanic Parent Academy Take home book bags and materials Parent resource check out system Newsletters Parent Educations classes	Various
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)	Sign in sheets Agendas Schedule of events/ workshops Copies of newsletters	Teachers Staff Principal	Faculty meeting Professional Development Activities	Monthly and as needed.

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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)	Parent Workshops Parent resource check out log Sign in sheets Agenda, Schedules of workshops/ activities	Parents Staff	Hispanic Parent Academy Kindergarten registration All school activities NC PIRC Newsletters	Monthly and as needed.
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)	Translated copies of newsletters/handbook Email Connect Ed	Parents Staff	Translate all parent related communication as needed. Ensure communication is presented in a neasy to read and understanding format.	Monthly and as needed.
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Pictures Sign in sheets Agendas	Parents Staff	Spring Fling Student/Teacher basketball game Fall festival Parent workshops Garden Committee PTA Spring performance Global open house in spring	Ongoing and throughout the year

1. Attach school’s parent involvement policy with documentation of parent input and how distributed.
2. Schools must have a process in place to address this component. (c)(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
3. School-parent compact: Sec. 1118(d)(1)(1)(A-c) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under the par a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Stat’s high standards. Such compact shall –
 - (1) describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State’s student academic achievement standards, and ways in which each parent will be responsible

- for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
 - (B) frequent reports to parents on their children’s progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
4. As appropriate: Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs