



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:
School Name	West Pine Elementary School	Number:
School Address:	272 Archie Rd. West End, NC 27376	
Plan Year(s):	2014-15	
Date prepared:		
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	Marcy Cooper	Teacher Representative	Blake Webb
Assistant Principal	Lisa Epling	Teacher Representative	Eryn Kushner
Instructional Support Representative	Stephanie Monroe	Teacher Representative	Caitlin Gironda
Teacher Representative	Kim White	Guidance Counselor	Stacie Jeffreys
Teacher Representative	Becky Strickland		
Teacher Representative	Maureen Avendutti		
Instructional Assistant Representative	Janet Shutt		
Parent Representative	Julie Haro		
Parent Representative	Danelle Petero		
Parent Representative	Kim Paller		
Teacher Representative	Carmen Vaughan		

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	299	54%
Female	257	46%
White	414	74%
Black	62	11%
Hispanic/Non-Hispanic	44	8%
Asian	14	3%
Hawaiian/Am. Indian	5	<1%
Multi-racial	17	3%
AIG	66	12%

Free/Reduced Lunch Profile 2013-2014		
Percentage: 33.51%		
Total Students	Reduced Students	Free Students
564	21	168

Disaggregated Data Chart EOG Reading 2013-2014						
Grade	White	Black	ED	LEP	SWD	ALL
3	84.3	30.8	46.9	<5	46.2	73.7
4	74.0	25.0	32.1	<5	25.0	65.7
5	68.5	18.8	26.1	<5	30	59.8

**Disaggregated Data Chart
Math
2013-2014**

Grade	White	Black	ED	LEP	SWD	ALL
3	69.7	23.1	37.5	<5	38.5	61.9
4	89.6	50.0	57.1	<5	25.0	80.4
5	94.5	25.0	47.8	<5	30.0	81.4

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

Our students come from the Pinehurst and West End communities. The diversity of the community/area is 87.9% white, 9% black and 4% Hispanic or other. 73.9% of our students were proficient in Math as measured by the EOG and 66.8% of our students were proficient in Reading as measured by the EOG in grades 3-5. Growth was met for the 2013-14 school year.

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

In reading, 76.2% of white students were proficient on the state reading test while 24.4% of Black students were proficient. This indicates a 51.8 point gap. 35.5% of Students with Disabilities were proficient indicating a 40.7 point gap.

In math, 83.7% of white students were proficient on the state math test while 31.7% of Black students were proficient. This indicates a 52 point gap. 32.3% of Students with Disabilities were proficient indicating a 51.5 point gap.

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

We have considered all current data sources taking into account EOG's and district benchmarks. The School Improvement Team will analyze 2013-14 data as it is collected to monitor the progress of our subgroup populations and target growth as indicated to close the achievement gap. Data from baselines and formative assessments will be continually disaggregated to improve instruction throughout the school year. District mandated benchmarks will be given to students during the year and discussed. During PLC meetings, teachers will collaborate using data from classroom assessments to plan lessons and guide instruction.

K-2 assessment data for the 2012-13 school year is missing from this report. An electronic database has been implemented so that K-2 assessment data can be collected and disaggregated for instructional use. During PLC meetings, teachers collaborate using data from classroom assessments to plan lessons and guide instruction.

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.

Based on the analysis conducted, particular attention will be focused on sub groups and their performance with SRI, mclass and BOG. Based on 2012-13 data, 15.9% of our black students were proficient on EOG scores, 36.4% of Hispanic students were proficient. Overall in fifth grade Reading scores were 58% proficient which is an area of focus.

School Improvement Plan

School: West Pine Elementary School

Principal: Marcy Cooper

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

End of year 2014 EOG reading data indicates that 76.2% of white students were proficient on the state reading test while 24.4% of Black students were proficient. This indicates a 51.8 point gap. 41 students in this subgroup were tested and 31 were not proficient. To achieve our AMO in 2014-2015, 40.4% of our black students must be proficient in reading - 12 students in this subgroup must be proficient, a 2 student increase from the 2013-2014 school year.

Annual Objective:

By the end of the 2014-2015 school year, 80% of all students will be proficient in reading as measured by the North Carolina End of Grade test.

* 50% of our Black students will be proficient in reading as measured by the North Carolina End of Grade test.

100% of students will meet their Reading Counts individual reading goals.

Mid Year Target:

SRI lexile levels will be benchmarked in January. Growth will occur with all of our students in the intensive and strategic level students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue to improve the literacy block to include the five domains taught daily in whole group as well as small group instruction so that individual student needs are met.	Classroom teachers	Journeys materials Instructional Coach PD on guided reading strategies MCS pacing guide and curriculum documents	Stephanie Mills	K-5 mclass, SRI and benchmark data Formal/ Informal teacher observation Student work samples	Jan. 14, 2015 May 13, 2015	May, 2015	
Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.	Classroom teachers	Journeys materials Instructional Coach PD on differentiation and rigor MCS pacing guide and curriculum documents	Stephanie Mills	K-5 mclass, SRI and benchmark data Formal/ Informal teacher observation Student work samples	Jan. 14, 2015 May 13, 2015	May, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Monitor and track SRI and mClass data to ensure that targeted interventions for students are being successful so that all students are increasing their reading ability.	Classroom teachers Administrators Reading Interventionist Instructional Coach	Data wall cards	M. Coepr	PLC sign-in sheets and minutes mclass reports SRI data	Jan. 14, 2015 May 13, 2015	May, 2015	
A reading intervention block will be added and protected so that all students have access to intervention without missing curriculum content.	All teachers	LLI program materials SPIRE materials MCS Matrix	McGougan L. Epling	Student work samples Teacher plans Walk-through data	Jan. 14, 2015 May 13, 2015	May, 2015	
Data meetings with teachers will occur every grading period to discuss the progress of individual students that are below grade level so that individual interventions can be discussed and assessed.	Classroom teachers EC teachers Administrators Reading Interventionist AIG teacher Instructional Coach	Data cardsfor SRI/mClass PD on data analysis Progress monitoring data	Stacie Jeffreys	Student data cards Intervention Plans PEP data	Jan. 14, 2015 May 13, 2015	May, 2015	

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

End of year 2014 EOG reading data indicates that 76.2% of white students were proficient on the state reading test while 35.5% of Students with Disabilities were proficient. This indicates a 40.7 point gap. 31 students in this subgroup were tested and 20 were not proficient. To achieve our AMO in 2014-2015, 30.3% of our Students with Disabilities must be proficient in reading - 10 students in this subgroup must be proficient, a 1 student increase from the 2013-2014 school year.

Annual Objective:

By the end of the 2014-2015 school year, 80% of all students will be proficient in reading as measured by the North Carolina End of Grade test.

* 35% of our Students with Disabilities will be proficient in reading as measured by the North Carolina End of Grade test.

100% of students will meet their Reading Counts individual reading goals.

Mid Year Target:

SRI lexile levels will be benchmarked in January. Growth will occur with all of our students in the intensive and strategic level students.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Continue to improve the literacy block to include the five domains taught daily in whole group as well as small group instruction so that individual student needs are met.	Classroom teachers	Journeys materials Instructional Coach PD on guided reading strategies	Stephanie Mills	K-5 mClass, SRI and benchmark data for EC students Formal/ Informal teacher observation data	Jan. 14, 2015 May 13, 2015	May, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
		MCS pacing guide/curriculum documents		Student work samples			
Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.	Classroom teachers	Journeys materials Instructional Coach PD on differentiation strategies MCS pacing guide/curriculum documents	Stephanie Mills	K-5 mClass, SRI and benchmark data for EC students Formal/ Informal teacher observation data Student work samples	Jan. 14, 2015 May 13, 2015	May, 2015	
Monitor and track all data points for EC students so that interventions are purposeful and targeted for each individual student.	Classroom teachers EC teachers Reading Interventionist Instructional Coach Administrators	Data Wall cards SPIRE LLI	M. Cooper	PLC sign in and minutes mClass reports SRI data LLI data SPIRE data	Jan. 14, 2015 May 13, 2015	May, 2015	
A reading intervention block will be added and protected so that all students have access to intervention without missing curriculum content.	Classroom teachers Reading interventionist	Schedules LLI materials SPIRE materials	L. Epling	Student work samples Master schedule	Jan. 14, 2015 May 13, 2015	May, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
	EC teachers Instructional Coach Administrators			Teacher plans Walk through data			
Data meetings with teachers will occur every grading period to discuss the progress of individual students that are EC so that individual interventions can be discussed and assessed for effectiveness.	Classroom teachers EC teachers Administrators Reading Interventionist Instructional Coach	Data cards	Stacie Jeffreys	Student data cards Intervention Plans IEP data	Jan. 14, 2015 May 13, 2015	May, 2015	

School Improvement Plan

School: West Pine Elementary School

Principal: Marcy Cooper

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?

End of year 2014 EOG math data indicates that 73.9% of students were proficient on the state math test. 83.7% of white students were proficeient while 31.7% of Black students were proficient. This indicates a 52 point gap. 41 students in this subgroup were tested and 28 were not proficient. To achieve our AMO in 2014-15, 37.8% of our black students must be proficient in math - 12 students in this subgroup must be proficient.

Annual Objective:

By the end of the 2014-2015 school year, 80% of all students will be proficient in math as measured by the North Carolina End of Grade Test.

*40% of our Black students will be proficient in math as measured by the North Carolina End of Grade test.

Mid Year Target:

Students will show growth in mathematics as measured by the Scholastic Math Inventory.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Students will be assessed using the Scholastic Math Inventory to establish their quantile level so that teachers and students can set growth goals in mathematics.	All teachers Instructional coach Administrators	Scholastic Math Inventory accounts for all students in grades 2-5.	Carmen Vaughan	Data cards	Jan. 14, 2015 May 13, 2015	May, 2015	
Teachers will analyze the standards and plan collaboratively for math instruction so that the specific needs for all students can be met and gaps can be eliminated.	math teachers Instructional coach IDI team members	PD on math standards/pacing Substitute teachers	M. Cooper	Agendas Minutes Lesson plans Data wall	Jan. 14, 2015 May 13, 2015	May, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Targeted students will utilize the i-ready math intervention program during intervention time so that gaps in learning can be addressed and closed.	math teachers Instructional coach	Computers	Carmen Vaughan	i-ready roster i-ready data	Jan. 14, 2015 May 13, 2015	May, 2015	
Monitor and track SMI data to ensure that targeted interventions for students are being successful so that all students are increasing their math skills.	All teachers Instructional Coach	PD on the Scholastic Math Inventory	Stephanie Mills	Data wall Individual student interventions	Jan. 14, 2015 May 13, 2015	May, 2015	
Professional Development on Math Quantiles will occur so that teachers understand student math levels and can align instruction to ensure student growth.	All math teachers Instructional Coach IDI team members	PD on quantiles IDI team	M. Cooper	Teacher roster Agendas Lesson Plans	Jan. 14, 2015 May 13, 2015	May, 2015	

School Improvement Plan

School: West Pine Elementary School

Principal: Marcy Cooper

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?

OCR Data results - Students:

- 23.13% of students feel we need to talk more about racism and other forms of discrimination.
- 24.49% of students have witnessed another student being treated badly by a schoolmate because of the student's race/ethnicity/national origin.
- 22.79% of students need additional help understanding what I can do to prevent or stop bullying or harassment.
- 25.17% of students feel that our school takes complaints of harassment and discrimination seriously and responds effectively to the complaints it receives.

OCR Data results - Adults:

- 11.11% of staff feel that our school emphasizes showing respect for all student's cultural beliefs and practices.
- 13.89% feel that we need to talk more about racism and other forms of discrimination.
- 22.22% feel they need additional training on how to prevent and respond to bullying or harassment on the basis of race, color, and national origin.

Annual Objective:

Our OCR Survey results will improve in May, 2015.

Mid Year Target:

Post surveys will be given following PD in the area of bullying/harrassment.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Weekly guidance lessons will occur for grades 3 and 5 focusing on kindness, tolerance, and awareness of diversity so that students are aware and tolerant of differences.	Guidance counselor Social worker	Guidance lesson materials Children's literature	Stacie Jeffreys	Lesson plans Student work samples Survey results	Jan. 14, 2015 May 13, 2015	June, 2015	
Discipline data will be kept through the SWIS program and discussed during PLC data talks so that trends can be identified, targeted and addressed.	All teachers/staff Guidance counselor Social Worker	SWIS data program	Lisa Epling	Data collection Behavior plans	Jan. 14, 2015 May 13, 2015	June, 2015	
Professional development will be offered during early release days so that information regarding student cultures, beliefs, and practices can be shared and discussed.	Guidance counselor Student support team Administrators	Resources for PD	M. Cooper	Roster of attendance Post survey	Jan. 14, 2015 May 13, 2015	June, 2015	
A process for reporting incidents of bullying will be developed, communicated and implemented so that prevention can occur.	Guidance counselor Classroom teachers Administrators	Student services personnel	Stacie Jeffreys	Process communication	Jan. 14, 2015 May 13, 2015	June, 2015	

School Improvement Plan

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Principal: Marcy Cooper

Pathway: <input type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input checked="" type="checkbox"/> Leadership	Critical Element: Leadership Skills of Employees	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?

Teacher Working Conditions Survey Results:

In the area of Teacher Leadership:

- 69% of teachers feel they are trusted to make sound professional decisions about instruction.
- 57.5% of teachers feel that the faculty has an effective process for making group decisions to solve problems.
- 57.9% of teachers feel that they have an appropriate level of influence on decision making in this school.
- 59.0% of teachers feel that we take steps to solve problems within our school.

Annual Objective:

By May of 2016, survey results in the area of Teacher Leadership will improve by 20%.

Mid Year Target:

A survey will be given to staff members in January. Survey results will indicate growth in the area of teacher leadership. A survey will be given to staff members in January. Survey results will indicate growth in the area of teacher leadership.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
A teacher advisory council will be formed and will meet quarterly with administration so that problems can be identified and efforts can be made to solve the identified problems.	M. Cooper L. Epling B. Dively S. Seawell J. Perchinsky J. Snotherly K. Little R. Greer A. Hunsinger	Meeting dates/times	Marcy Cooper	Meeting minutes/notes	Jan. 14, 2015 May 13, 2015	June, 2015	
30 second feedback will be utilized on a weekly basis so that teachers are receiving positive, timely feedback.	L. Epling M. Cooper	Continued professional development on 30 second feedback.	Lisa Epling	Feedback roster	Jan. 14, 2015 May 13, 2015	June, 2015	
PLC meetings will be focused on student data and strategies for instruction so that teachers are supported in their efforts within the classroom.	Instructional Coach Administrators All teachers	Professional development regarding best practices and instructional strategies.	Marcy Cooper	PLC minutes/notes	Jan. 14, 2015 May 13, 2015	June, 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	Differentiation	Internal Collaboration/Differentiation			
	Strategy 2	Differentiation	Internal Collaboration			
	Strategy 3		Internal Collaboration/Differentiation			
	Strategy 4		Internal Collaboration/Differentiation			
	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:

Full time Reading Intervention Teacher for grades K-5

Part-time classified 21st century skills technology teacher for grades 3-5

One part-time classified tutor for reading to address needs of academic Tier II students and small group instruction

Half day substitutes for teachers twice a semester so that all teachers can collaborate and plan across grade levels

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: West Pine Elementary School has 100% of highly qualified teachers. We will continue to recruit highly qualified teachers and staff.

Component 4

High-quality and ongoing professional development: Teachers and other staff in school-wide program schools must be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			X		
	Strategy 2			X		
	Strategy 3			X		
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

- .Choices in Summer Teacher Academy per district IDI team
- .Weekly PLC's to discuss data usage, assessments and lesson planning collaboration
- .In-house trainings on using classroom/local/state assessments and ClassScape to guide instruction and improve student achievement
- .Vertical alignment and collaboration sessions throughout the year

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:

Teachers in Moore County Schools receive an 8% supplement each year. Moore County Schools Human Resources Department works with principals in an effort to recruit and maintain highly qualified teachers. The NC Teachers Working Conditions Survey will be used to gather data concerning maintaining positive working conditions. Specific incentives to work at West Pine Elementary School include, but not limited to; rotating duties/responsibilities before and after school to keep at a minimum; staff rewards;staff meeting drawings and prizes;active and effective Student Support Team; active and effective School Improvement Team;varying activities planned during the year by the PTO and Courtesy Committee;local professional development based on the needs of our students;multi-level resources provided.

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					
	Strategy 3					
	Strategy 4					
	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. West Pine Elementary School uses the required Title 1 funds set aside for parent involvement activities. Parents are active members of the School Improvement Team providing input and participating in the decision making process. Annual meetings are held along with additional special events. We have a strong and growing PTO that supports the school's goals. Parents are encouraged to become an active part of their child's education.

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: West Pine Elementary does not have a pre-Kindergarten program but actively aids families in the transitions from home/child care to school. Moore County Schools holds a kindergarten registration day with its readiness kits provided for parents to support student learning prior to entering kindergarten. Assessemnts are administered to determine the academic and social needs of each student. West Pine Elementary School conducts a Back to School Night to provide materials and information to kindergarten parents. Kindergarten students attend the first day of school on a staggered entry schedule to acclimate students to their new enviroment within a smaller group.

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			
	Strategy 4					
	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: During the 2012-13 school year, teachers used ClassScape district benchmarks, local K-2 assessments for reading and math, formative classroom assessments, and EOG tests to examine student performance and achievement on a continuous basis. Teachers used mclass assessment and monitoring, receiving on-going professional development on how to use the data to positively impact student achievement. In PLC's, teachers will design effective lessons so that formative and summative assessments will have clear learning targets. Teachers will analyze evidence of student learning to guide instructional decision-making. During th 2013-14 school year, teachers will implement thye Instructional Support Model for all students and at risk students identified for Tiers II and III in reading, math and behavior. K-5 will provide an organized literacy block for at least 90 minutes of ELA and 30 minutes for Writing.

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		
	Strategy 2	x	x	x		
	Strategy 3		x	x		
	Strategy 4					
	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: District benchmarks are used to ensure student success and to guide instructional practices. Specific activities include, but are not limited to, Reading Intervention groups, Early Literacy groups, peer tutoring, SST, guidance support, RTI strategies and PBIS.

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		
	Strategy 2	x	x	x		
	Strategy 3		x	x		
	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:

West Pine Elementary School utilizes various funds (state, local and federal) to support the multiple instructional support programs for our school. Many of the funds are used as focused interventions for the at-risk students in Reading and Math. Supplemental teaching staff is provided using Title 1 funds

Title I Parent Involvement School Plan
2014-15

West Pine 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				
2. Shall convene an annual meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)				
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)				
4. Shall involve parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)				
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)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
6. Shall submit to LEA any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)				
7. Shall jointly develop, distribute and discuss school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)				
8. Shall provide assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)				
9. Shall provide materials and training to help parents to work with their children at home. Sec. 1118(e)(2)				
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)				
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)				
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)				

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
13. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)				

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