



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	630
<b>School Name</b>	Westmoore Elementary	<b>Number:</b>	376
<b>School Address:</b>	2159 S. NC Hwy 705 Seagrove, NC 27341		
<b>Plan Year(s):</b>	2014-2015		
<b>Date prepared:</b>	September 8, 2014		
<b>Principal Signature:</b>			Date
<b>Local Board Approval Signature:</b>			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
Chariperson	Dawn Early	Teacher	Julie Brown
Teacher	April Maness	Teacher	Dawn Coble
Teacher	Beth Massey	Instructional Coach	Christine Laurita
Teacher Assistant	Chasadi Mackey	Assistant Principal	Emily Davis
Parent	Roseanne Monroe	Parent	Annette Lucas

## School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

<b>Pathway:</b> <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Community <input type="checkbox"/> Culture <input type="checkbox"/> Leadership	<b>Critical Element:</b> Alignment to Standards	<b>Current Growth Stage:</b> <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?**

44.9% of students were proficient on EOG reading (CCR)  
 72% of students were proficient on EOY in SRI  
 93% of 3rd graders met Read to Achieve Benchmarks

**Annual Objective:**

60% of the ALL student subgroup will meet proficiency in Reading

**Mid Year Target:**

60% of students in grades 2 - 8 will be proficient as measured by the Scholastic Reading Inventory

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
K-6 Teachers will implement the 90 minute comprehensive literacy framework so that students receive instruction in the 5 domains of literacy using Journeys.	K-6 teachers	1. Instructional Coach 2. Journeys 3. 5 Domains of Reading 4. SRI 5. mCLASS 6. Cooperative Learning 7. Schoolnet training	Jodi Parks	1. Minutes from PLC meetings 2. BURST Data (K-2) 3. mCLASS assessment data 4. SRI Data 5. Interim Assessments	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 2015	
7-8 Language Arts Teachers will implement literacy framework and	7-8 teachers	1. CCSS staff development	Keely Ellis	1. Interim Assessments	10-20-14 12-15-14 2-23-15	June 11, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
literacy skills so that students read and comprehend on grade level text.		2. Keys to comprehension 3. Schoolnet training 4. Cooperative Learning 5. Instructional Coach		2. Formative Assessments 3. SRI Data 4. Minutes from PLC meetings 5. SchoolNet 6. Summative Assessments	4-20-15		
Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-8 teachers	1. Instructional Coach 2. BURST 3. SST Model 4. Instructional Support Model 5. Intervention time in schedule 6. Leveled Literacy Instruction 7. Reading Interventionist 8. Free Reading.net	Christine Laurita	1. BURST Data 2. mCLASS Assessment Data 3. SRI Data 4. Formative Assessment Data 5. Personal Education Plans	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 2015	
K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	K-3 teachers	1. Instructional Coach 2. BURST 3. SST Model 4. Instructional Support Model 5. Intervention time during school day 6. Reading Interventionist	Carolyn Needham	1. BURST Data 2. Progress Monitoring Data 3. mCLASS Assessment Data 4. SRI Data 5. Personal Education Plans 6. Formative Assessment Data	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 2015	

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**What data provides evidence of current growth stage?**

32.6 % of students were proficient on the End of Grade Math in 2014  
 34.3% of students were proficient on the End of Grade Math in 2013

**Annual Objective:**

60% of the ALL students subgroup will meet proficiency in Math

**Mid Year Target:**

60% of students in grades 3-8 will meet proficiency on the 2nd Nine Week District Benchmark

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will implement the Mathematical Practices so that students apply skills to solve real world math applications.	All K-8 teachers	1. CCSS 2. Edmodo 3. PD on Mathematical Practices 4. Pacing Guide 5. Investigations 6. Math Techbooks 6-8 7. CMP	Wendy Fox	1. IXL Data 2. Formative Assessment Data 3. District Benchmarks 4. Personal Education Plans 5. ALEKS Data	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will implement Tier 2 and Tier 3 interventions utilizing the PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to close learning gaps.	All K-8 teachers	<ol style="list-style-type: none"> <li>1. CCSS</li> <li>2. Math Techbooks 6-8</li> <li>3. ALEKS Math</li> <li>4. IXL Math</li> <li>5. Edmodo</li> <li>6. Pacing Guide</li> <li>7. SchoolNet training</li> </ol>	Cyndi Gardner	<ol style="list-style-type: none"> <li>1. ALEKS Data</li> <li>2. Formative Assessment Data</li> <li>3. District Benchmarks</li> <li>4. Personal Education Plans</li> <li>5. IXL Data</li> </ol>	<ol style="list-style-type: none"> <li>10-20-14</li> <li>12-15-14</li> <li>2-23-15</li> <li>4-20-15</li> </ol>	June 11, 2015	

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

According to the TWC, 71% of teachers felt parents/guardians supported and/or contributed to the success with students  
 75% of parents attended Back to School Night in 2013-2014  
 18% of parents attended Curriculum Night in 2013-2014  
 33% of parents attended Science Night in 2013-2014  
 37% of parents attended educational activities provided in 2013-2014

**Annual Objective:**

50% of parents will attend and participate in four quarterly educational activities provided to support and contribute to the success of students

**Mid Year Target:**

50% of parents in each class will attend and participate in the Reading and Math events as measured by sign in sheets

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	All teachers	1. Communicate with parents 2. Student rewards for attendance 3. Materials/Handouts	Carrie Cleaveland	1. Survey data after each event 2. Sign in sheets 3. Attendance data	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 2015	

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students.	All teachers	1. Phone calls to parents 2. Parent conferences 3. Personal Education Plans 4. Connect Ed	Angela Shue	1. Interim Reports 2. Newsletters 3. Connect Ed logs 4. Report Cards 5. Record of Parent conferences	10-20-14 12-15-14 2-23-15 4-20-15	June 11, 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
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys	7-8 teachers will implement literacy framework so that students read and comprehend on grade level text.	Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>	Teachers will implement the Mathematical Practices so that students apply skills to solve real world math applications.	Teachers will implement Tier 2 and Tier 3 interventions utilizing PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to			



			close learning gaps.			
	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students.			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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: LEA assists schools in directing reform strategies base on EOG results. Reading 3D is used in grades K-5. Progress monitoring is being utilized to monitor all students' progress as an instructional focus. In grades K-2, children are learning to read and in grades 3-8 children are reading to learn.

Leveled Literacy Intervention Kits are used for students in grades K-5 who are experiencing difficulties in reading. Journeys reading is being implemented in grades K-6 as the foundation for the domains of literacy.

LASER i3 Science Initiative is being implemented in grades 6-8. This program is in the fourth year of implementation.

Scholastic Reading Inventory and Reading Counts is used to monitor student Lexile Levels and reading comprehension. The program is used for students in grades 2-8.

Common Core Professional Development is being provided by the district for all teachers in all subject areas. Engagement strategies are being continued in this professional development as an extension of the PD offered previously.

Title I funds available to provide a class size reduction teacher in the grade with high enrollment. This position may change from year to year depending on enrollment.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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: Westmoore Elementary School has 100% 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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys	7-8 teachers will implement literacy framework so that students read and comprehend on grade level text.	Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>	Teachers will implement the Mathematical Practices so that students apply skills to solve real world math applications.	Teachers will implement Tier 2 and Tier 3 interventions utilizing PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to close learning gaps.			

	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students.			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: District professional development is available for teachers and assistants who elect to attend. All teachers and staff will participate in scheduled training's on the Common Core and Essential Standards. All teachers will participate in scheduled training held at the school.

Science teachers in grades 6-8 will attend professional development in the LASER i3 science to complete the required modules for this program.

Teachers have received professional development on Cooperative Learning Strategies and Multiple Intelligences.

Teachers will receiving district professional development on the Mathematical Practices and SchoolNet.

Teachers in K-5 have attended training for the Journeys reading program.

Teachers in grades 6-8 have attended training in Orthon-Gillingham strategies.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Moore County Schools Human Resources Department works with principals in an effort to recruit and maintain highly qualified teachers. The Teacher Working Conditions survey will be used to gather data to maintain positive working conditions. Incentives to work at Westmoore Elementary include, but are not limited to, common planning time during the school day every day. Vertical planning during professional learning community meetings, Student Support Team, Positive Behavior Intervention Support Team, and local professional development based on the needs of our students.

## 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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>				K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>					
	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students.			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					

	<b>Strategy 8</b>					
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Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Westmoore Elementary uses the required Title I set aside for parent involvement activities. Annual meetings are held along with additional special events. We provided student/parent/teacher handbooks to all students and parents at the beginning of the school year.

We have a supportive PTA and Athletic Booster Club which support our school goals. Parents are encouraged to become an active part of their child's education. We have events scheduled at least four times during the school year for parents to attend and participate in their child's education.

We communicate important information to parents via our monthly school newsletter, connect-ed phone call system, or periodic notes home.

Curriculum Nights in Science, Reading, Math and Technology will provide parents with strategies to support student learning at home. Curriculums provided as well as strategies.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys		Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>					
	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student succes..				



	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:  
 Moore County Schools holds a kindergarten registration day with readiness kits provided for parents to support students prior to entering kindergarten. Westmoore Elementary provides facilities for pre-school aged students who meet with occupational therapy or speech therapy weekly during the school year. Our Kindergarten staff works with EC, Reading Interventionists, and ESL to assess the needs of beginning Kindergarteners.

We provide a Ready, Set, Go Kindergarten Camp (June 2014) for at risk students entering school this year. Students attended a week long camp to prepare for transition to Kindergarten.

## 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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys	7-8 teachers will implement literacy framework so that students read and comprehend on grade level text.	Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>	Teachers will implement the Mathematical Practices so that students apply skills to solve real world math applications.	Teachers will implement Tier 2 and Tier 3 interventions utilizing PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to close learning gaps.			

	<b>Strategy 3</b>					
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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: Westmoore Elementary teachers continue to learn and apply knowledge of formative assessments through use of SchoolNet. Teachers will design effective lessons so that formative and summative assessments will have clear learning targets. In PLC's, teachers will analyze evidence of student learning to guide instructional decision making. Teachers are utilizing the IXL math and ALEK math programs for student assessment. K-5 teachers use the mCLASS online assessments to monitor student progress.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys	7-8 teachers will implement literacy framework so that students read and comprehend on grade level text.	Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>	Teachers will implement Mathematical Practices so that students apply skills to solve real world math applications.	Teachers will implement Tier 2 and Tier 3 interventions utilizing PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to close learning gaps.			

	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students.			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: Teachers, assistants, and principal monitor student performance using district benchmarks and formative assessments. Specific activities include, but are not limited to, ESL, Scholastic Reading Inventory, Reading Counts, SchoolNet, BURST, Reading Intervention Data, Student Support Team, and Guidance support.

**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:		<b>Annual Obj 1</b>	<b>Annual Obj 2</b>	<b>Annual Obj 3</b>	<b>Annual Obj 4</b>	<b>Annual Obj 5</b>
	<b>Strategy 1</b>	K-6 teachers will implement the 90 minute literacy framework so that students receive instruction in the 5 domains of literacy using Journeys	7-8 teachers will implement literacy framework so that students read and comprehend on grade level text.	Implement Tier 2 and Tier 3 interventions utilizing PEP, mCLASS, Scholastic Reading Inventory and Progress Monitoring data so that students receive instruction to close learning gaps.	K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.	
	<b>Strategy 2</b>	Teachers will implement Mathematical Practices so that students apply skills to solve real world math applications.	Teachers will implement Tier 2 and Tier 3 interventions utilizing PEP, IXL, ALEKS, and SchoolNet data so that students receive instruction to			

			close learning gaps.			
	<b>Strategy 3</b>	Teachers will provide quarterly parent/student events so that students, parents, and guardians contribute to student success.	Teachers will provide quality feedback to parents so that students, parents, and guardians contribute to the success of students			
	<b>Strategy 4</b>					
	<b>Strategy 5</b>					
	<b>Strategy 6</b>					
	<b>Strategy 7</b>					
	<b>Strategy 8</b>					

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:

Westmoore Elementary 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 intervention for the at-risk students in reading and math. Supplemental teaching staff is provided using Title I funds.

We support the current programs, LASER i3 science, Reading Diagnostic, SWIS, and Scholastic Reading.

**Title I Parent Involvement School Plan**  
2014-2015

Westmoore Elementary  
**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

**Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>1. <b>Shall jointly develop</b> with and distribute to, parents of participating children a school written parental involvement policy. Sec. 1118(b)(1) attach plan</p>	<p>Student/Parent Handbook Student/Parent/Teacher Compact Parent Involvement Policy</p>	<p>Title I Parents and Teachers</p>	<p>1. Back to School Night 2. Curriculum/Reading Night 3. Parent Conferences 4. Family Math Night 5. Family Science Night 6. Family Technology Night</p>	<p>1. August 2014 2. September 2014 3. October 2014 4. November 2014 5. January 2015 6. March 2015</p>
<p>2. <b>Shall convene an annual</b> meeting to explain requirements and rights of parents to be involved. Sec. 1118(c)(1)</p>	<p>Connect Ed Messages Monthly Newsletters Personal Contact</p>	<p>Title I Parents and Teachers</p>	<p>1. Curriculum Night 2. Parent Conferences 3. PTA Meetings</p>	<p>1. September 2014 2. October 2014 3. September 2014, December 2014, March 2015, April 2015</p>
<p>3. <b>Shall offer</b> a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)</p>	<p>Connect Ed Messages Monthly Newsletters Personal Contact</p>	<p>Title I Parents and Teachers</p>	<p>1. Back to School Night 2. Curriculum/Reading Night 3. Parent Conferences 4. Family Math Night 5. Family Science Night 6. Family Technology Night 7. PTA Meetings</p>	<p>1. August 2014 2. September 2014 3. October 2014 4. November 2014 5. January 2015 6. March 2015 7. September 2014, December 2014, March 2015, April 2015</p>



Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
4. <b>Shall involve</b> parents in the planning, review and evaluating and improvement of programs. (School Improvement) Sec. 1118(c)(3)	Parent Letters Curriculum Handouts Parent Conferences School Improvement Team Minutes	Title I Parents and Staff	1. PTA Meetings 2. School Improvement Team meetings 3. Parent conferences 4. Curriculum Nights	August 2014 - May 2015
5. <b>Shall provide</b> parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)	Connect Ed Messages Monthly Newsletters Reminders/Flyers Letters to Parents School Marquee	Title I Parents and Schoolwide Staff	1. Curriculum Nights 2. PTA Meetings 3. School Improvement Team Meetings	1. September 2014, November 2014, January 2015, March 2015 2. September 2014, December 2014, March 2015, May 2015
6. <b>Shall submit to LEA</b> any unsatisfactory comments from parents regarding the schoolwide program (have a process in place.) Sec. 1118(c)(5)	Parent Survey Parent emails Parent letters	Title I Parents and Schoolwide Staff	1. Suggestion Box 2. Survey	August 2014 - May 2015
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	School Parent Compact	Title I Parents and Teachers	1. School Improvement Team Meetings 2. Parent Conferences	1. Monthly Meetings 2. October 2014
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Parent attendance sheets Personal Education Plans for at-risk students End of Grade letter of explanation Parent Curriculum Handouts	Title I Parents and Teachers	1. Parent conferences 2. Curriculum Nights 3. Parent meetings	August 2014 - May 2015
9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)	Parent attendance sheets Curriculum Handouts Support Materials	Title I Parents and Teachers	1. Curriculum Nights 2. Parent Conferences 3. Student Support Team Meetings 4. Personal Education Plans	August 2014 - May 2015

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
10. <b>Shall provide</b> 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)	Connect Ed Messages Monthly Newsletters Attendance sheets	Title I Parents and Schoolwide Staff	1. Back to School Night 2. Curriculum Nights 3. Parent Conferences	1. August 2014 2. September 2014, November 2014, January 2015, March 2015 3. October 2014
11. <b>Shall coordinate and integrate</b> parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)	Attendance sheets Kindergarten search forms	Title I Parents and Teachers	1. Back to School Night 2. Book Fairs 3. PTA/Fall Festival 4. Community 5K 5. Kindergarten Registration	1. August 2014 2. September 2014, March 2015 3. October 2014 4. March 2015 5. April 2015
12. <b>Shall ensure</b> that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)	Connect Ed Messages (English/Spanish) Monthly Newsletters Notification and Letters (English/Spanish)	Title I Parents and Teachers	1. Curriculum Nights 2. PTA Meetings	1. September 2014, November 2014, January 2015, March 2015 2. September 2014, December 2014, March 2015, April 2015
13. <b>Shall provide</b> such other reasonable support for parental involvement activities under this section as parents may request. (Process) Sec. 1118(e)(14)	Parent conferences Parent meetings	Title I Parents and Teachers	1. Parent conferences 2. Curriculum Nights	1. October 2014 2. September 2014, November 2014, January 2015, March 2015

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