



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>	630
<b>School Name</b>		<b>Number:</b>	630328
<b>School Address:</b>	1220 NC HWY 22 Bennett, NC 27208		
<b>Plan Year(s):</b>	2015-2016		
<b>Date prepared:</b>	September 2015		
<b>Principal Signature:</b>			
<b>Local Board Approval Signature:</b>			Date
			Date

### School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Dyan C. Pope	Principal	Traci Maness TAC Rep.
Assistant Principal	Christine Laurita	AP	Dawn Priest TAC Rep.
Instructional Coach	Emily Adkins	IC	Laura Carter TAC Rep
Student Support	Christy Parsons	Guidance	Sarah Holden TAC Rep
K-2 Representative	Mandy Nall	Rep Gr K-2	April Lee TAC Rep
3-5 Representative	Meredith Pfeifer	Rep Gr 3-5	
6-8 Representative	Chelsea Watson	Rep Gr 6-8	
Support Staff	Darlene Newton	Rep Classified	
Student Support	Kelly Priest	Rep Tech Support	
Parent	Melissa Clendenin	Rep Parent	



## 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.

<b>Demographic Profile 2014-2015</b>		
<b>Students</b>	<b>Numbers</b>	<b>Percentages</b>
Male	137	50%
Female	136	50%
White	243	89%
Black	7	3%
Hispanic/Non-Hispanic	17	6%
Asian	0	0%
Hawaiian/Am. Indian	1	0%
Multi-racial	5	2%
SWD	41	15%

<b>Free/Reduced Lunch Profile 2014-2015 Percentage: 44%</b>		
<b>Total Students</b>	<b>Reduced Students</b>	<b>Free Students</b>
301	16	116

**Disaggregated Data Chart  
EOG Reading  
2014-2015**

<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>
<b>3</b>	64.7	N/A	N/A	N/A	16.7	63.9
<b>4</b>	65.6	<5	N/A	N/A	<5	59.5
<b>5</b>	60.0	N/A	N/A	N/A	<5	52.9
<b>6</b>	68.2	<5	N/A	N/A	<5	70.8
<b>7</b>	65.5	N/A	N/A	N/A	16.7	60.6
<b>8</b>	48.6	<5	N/A	N/A	16.7	50.0

**Disaggregated Data Chart  
Math  
2014-2015**

<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>
<b>3</b>	82.4	N/A	N/A	N/A	33.3	80.6
<b>4</b>	59.4	<5	N/A	N/A	<5	54.1
<b>5</b>	46.7	N/A	N/A	N/A	<5	44.1
<b>6</b>	59.1	<5	N/A	N/A	<5	62.5
<b>7</b>	58.6	N/A	N/A	N/A	<5	51.5
<b>8</b>	28.6	<5	N/A	N/A	<5	31.6

**Lexile Data  
2014-2015**

<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>
<b>3</b>	77	100	N/A	0	25	76
<b>4</b>	53	N/A	N/A	N/A	0	56
<b>5</b>	69	100	N/A	N/A	33	69
<b>6</b>	70	N/A	N/A	N/A	33	68
<b>7</b>	63	0	N/A	0	0	52
<b>8</b>	44	100	N/A	N/A	0	47

mClass (% below proficient) 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL
K	73	50	N/A	N/A	0	70
1	50	N/A	N/A	N/A	11	46
2	88	100	N/A	N/A	100	89

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

After reviewing and reflecting upon formative, summative, and survey data the following statements hold validity with documented support. School Leadership Capacity- The school has receptive administrative leadership and uses correlate teams to provide opportunities for teachers and staff to have input in all areas of the school. The SIT recognizes that data analysis, individual student growth models, curriculum rigor and relevance, needs assessments aligned with the vision of a Twenty First Century Digital Literate student, and collaboration with all stakeholders is essential to the academic and emotional safety of ALL students that attend Highfalls Elementary K-8 school. The organization recognizes that correlate teams sharing and collaborating information in a timely manner with feedback and reflection is vital. Teachers are held to high professional standards for delivery of effective rigorous student instruction and their performance is assessed objectively. A school safety plan is in place to ensure safety for all. The entire school body strives to meet the needs of all students with physical safety, emotional safety, and academic safety. Highfalls Elementary K-8 school provides a welcoming environment, has strong parent communication, and partners with outside agencies to promote education. We strive to meet individual student needs through curriculum nights, and differentiated data driven instruction. Digital transformation is part of the vision of the school, community, and district. Grades 6-8 are 1:1 with Chromebooks and teachers utilize blended learning opportunities to meet the personalized needs of the students.

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

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

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

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

We do not have information on our Economically Disadvantaged students in our Literacy and Math formative assessment data due to federal privacy acts. SST comprehensive data is also missing. The restructuring of the SST process in correlation with RTI and PEP structures will be graphed, tracked, and analyzed with a trained SST team in order to collect information for future use.

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. 2015 EOG Data and Federal AMO results show white students not meeting proficiency in Reading and Math.

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

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

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

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

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

## School Improvement Plan

<b>School:</b>		<b>Principal:</b>	
<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
X Learning Culture	Differentiation	Beginning Advancing	X Progressing Excelling
Community Leadership			

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

College and Career Ready AMOs Reading: 4 out of 7 met; overall 57.1 %

Areas for Opportunity:

ALL: 55.1% CCR (Goal 55.1)

White: 49.4% CCR (Goal 65.2)

EDS: 42.9% CCR (Goal 42.9)

GLP Goal had a 2.1% decrease from 61.0% proficiency 2014 to 58.9% 2015 with GLP (Levels 3, 4, 5)

Decreased the percentage of not showing reading proficiency in K-2 from 51% at the beginning of the 2014-2015 school year to 32% not showing proficiency at the end of the 2014-2015 school year.

Read to Achieve initiatives in Grade 3 of 2015 produced 94.44% of students that met RTA promotion requirements.

**Annual Objective:**

Grade 3-8 - Reading

Increase student GLP proficiency 10% per 2015-2016 Cohorts

Maintain student proficiency and meet individual expected EVAAS growth projections. (Levels 3, 4, 5)

Read to Achieve Grade 3 will show 98% proficiency through one approved state indicator by June 6, 2016.

Students are expected to grow approximately 75-100 Lexiles per year.

Grade K-2

Not showing proficiency at the end of the 2015-2016 school year in K-2 will decrease from 49% at BOY to 10%

**Mid Year Target:**

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

Students not showing proficiency in K-2 mClass Assessment MOY Data will be at 30%

Interim Assessments in Grades 3-8 will show 70% or more students with an overall 60% or higher assessment score.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed



<p>Action: Increase Literacy Skills</p> <p>K-2 Strategy: Implement, monitor, and analyze a school wide 90 minute Balanced Literacy Framework that includes the Five Domains of Reading and differentiated instruction so that students receive targeted instruction in the five domains each day. **5 Domains Fluency Phonemic Awareness Comprehension Phonics Vocabulary</p> <p>3-5 Strategy: Implement, monitor, and analyze a 90 minute balanced literacy framework that incorporates vocabulary, text to self strategies, Webbs Depth of Knowledge, differentiated Close Reading Activities and Novel Studies with differentiated units.</p> <p>Grade 6-8 Strategy: Implementation targeted text complexity with Webbs Depth of Knowledge correlated with New Bloom's Taxonomy to add rigor and relevance to students literacy understanding, application, and understanding of connections to career/college ready goals.</p>	<p>K-8 Teachers Instructional Coach Intervention Teacher</p>	<p>*Resource: Artisan Teacher *Professional Development: First Time Learning Clear Learning Goals Congruency Diagnosis Mid Course Corrections</p> <p>*Resource: On-Site PD Teacher Choice *Professional Development: Monitoring/Clarifying Making Connections/Activating Background Knowledge Visualizing Evaluating/Determining Importance</p> <p>*Resource: Differentiated Literacy Whole Group / Small Teacher Group *Professional Development: Cloze Passages Guided Reading Webbs Depth of</p>	<p>Administration Teachers Instructional Coach</p>	<p>Lesson Plans PEPs PLC Collaborations Administration Walk-Thrus PD Participation PD Look Fors: Follow-Up *Data MClass SRI Formative Assessments EVAAS EOG Proficiency iREADY Imagine Learning</p> <p>Observations Student Work PEP</p>	<p>September 28, 2015 November 3, 2015 December 14, 2015 January 25, 2016 February 29, 2016 March 28, 2016 May 9, 2016 June 13, 2016</p>	<p>June 13, 2016</p>	
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<p>Action: Literacy Interventions outside of Core Block of Literacy Instruction (EXCEL)</p> <p>Grades K-3 Intensive: Researched based LLI with Reading Intervention Teacher</p> <p>Grades K-1 Strategic: Researched based LLI during EXCEL with Teacher Assistants and Reg. Ed Teachers</p> <p>Grades K-2 All: Blended Learning; Imagine Learning for Each Student.</p> <p>Grades 4-5 Intensive: LLI with Intervention Teacher</p> <p>Strategic: Push-In Grade 7 &amp; 8 certified teacher three times a week to work with literacy station</p> <p>Grades 6-8 ALL: i-Ready blended learning tool for students</p>	<p>Instructional Coach Interventionist Teacher K-8 Teachers</p>	<p>*Resources LLI Kits Take Home Books MClass Data SRI Data BOG Data Library Books Imagine Learning Diagnostics iREADY Diagnostics</p> <p>*ProfessionalDev. Imagine Learning iREADY Data Analysis SRI Text Complexity</p>	<p>Administration Reading Intervention Teacher Instructional Coach Teacher Assistants SST Team</p>	<p>mCLASS Data SRI data EVAAS EOG *Grade 3 Read To Achieve Formative Assessments Individualized Growth Charts: Lexile Framework for Reading Map PEP SST</p>	<p>September 28, 2015 November 3, 2015 December 14, 2015 January 25, 2016 February 29, 2016 March 28, 2016 May 9, 2016 June 13, 2016</p>	<p>June 13, 2016</p>	
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<p>Writing Targets  K-5 Strategy:  Writing across the content areas with specifics to writing framework.  6-8 Strategy:  Writing across the content areas with specifics to writing framework.  K-8 Strategy:  Writing Across the Curriculum; Content</p>	<p>K-8 Teachers</p>	<p>Aligned Rubrics  Open-ended Responses  Graded writing samples with student reflections</p>	<p>Administration  Reading Intervention  Teacher Instructional Coach</p>	<p>Student Writing Portfolio Open Responses</p>	<p>September 28, 2015  November 3, 2015  December 14, 2015  January 25, 2016  February 29, 2016  March 28, 2016  May 9, 2016  June 13, 2016</p>	<p>June 13, 2016</p>	
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## School Improvement Plan

<b>School:</b>		<b>Principal:</b>			
<b>Pathway:</b>		<b>Critical Element:</b>			
X Learning Culture	Community Leadership	Engagement	<b>Current Growth Stage:</b>		
			X Beginning Advancing	Progressing Excelling	

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

College and Career Ready AMOs Math: 5 out of 7 met; overall 71.4 %

Areas for Opportunity:

ALL: 45.5 CCR (Goal 53.9)

White: 46.6 CCR (Goal 63.0)

GLP Math 53.5 proficiency All (Levels 3, 4, 5)

**Annual Objective:**

Increase Math GLP Proficiency 10% per 2015-2016 Cohorts

Maintain Math CCR and meet individual expected growth per EVAAS projections

**Mid Year Target:**

Mid Year Target:

District Benchmarks show proficiency of 60% or higher for 75% of students in grade level

K-2 math assessments show proficiency with 75% of student population on 2nd quarter math assessment

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

<p>Engage NewYork Modules</p> <p>Student Centered</p> <p>Lesson Planning with aligned I Can Statements</p> <p>Daily use of the eight mathematical practices aligned to standards</p> <p>Utilize math quantiles</p> <p>Analysis of District Benchmarks through SchoolNet to insure alignment to standards</p> <p>Math Framework</p> <p>Faculty Book Study: "Learn Like a Pirate"</p>	<p>K-8 Teachers Administration Support Staff</p>	<p>*Resource: Engage NewYork *PD MP1 and Problem Solving Strategies MP2 and Number Talks MP3 and Thinking Aloud MP4 and Modeling</p> <p>*Resource Math Framework *PD Math Framework Coaching Cycles</p> <p>*Resource School Net *PD School Net Training</p> <p>*Resource Math Quantiles</p> <p>*PD Quantiles</p> <p>*Resource Eight Mathematical Practices *PD</p> <p>Kagan Strategies IEP PD Administration Instructional</p>	<p>Administration Teachers Instructional Coach</p>	<p>Lesson Plans Coaching Cycles Walk-Thrus PLC Collaboratives Formative Assessments</p>	<p>September 28, 2015 November 3, 2015 December 14, 2015 January 25, 2016 February 29, 2016 March 28, 2016 May 9, 2016 June 13, 2016</p>	<p>June 2016</p> <p>Learn Like a Pirate: January 1, 2017</p>	
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## School Improvement Plan

School:

Principal:

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>	
Learning	Emotional Safety	Beginning	X Progressing
X Culture		Advancing	Excelling
Community Leadership			

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

SGA established with governing officers in grades 6-8  
 Beta Club Chapter  
 Student Led Conferences Established with Protocols

**Annual Objective:**

2015-2016 Student Led Conferences : Literacy Night Completed September 18, 2015  
 Math Night  
 Science Exploration  
 Tech Talk  
 SGA Grades 4 and 5  
 SGA / Beta Club combined participates in 3 community projects  
 4 Student Led Conferences during Curriculum Nights

**Mid Year Target:**

SGA Elections Held; Officers in place with bi-weekly meetings Grades 6-8 (On-going)  
 Grade 4 and 5 SGA chapter in place; elections held with monthly meeting in place (On-going)  
 One community project completed by Beta / SGA  
 Four Student Led Conference Curriculum Night ( One Completed)  
 Survey completed showing an increase in students and staff having attended bullying or harassment presentations by 50%.  
 Survey completed showing a decrease of needing additional training on prevention by 50%.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
PBIS Year 1 (Beginning)	Certified Staff Classified Staff	*Resource PBIS Team / Framework *PD PBIS Team Training Module 1(Completed) PBIS Team Training Module 2 (Completed)	PBIS Team Administration Guidance Counselor	FrameWork Established School Wide PBIS Notebooks Reward Days Student Goals (stamps)	September 25, 2015	June 2016	



<p>Fabulous Fridays Grades 7 &amp; 8 (Beginning)</p>	<p>Grade 7 &amp; 8 Teachers Guidance Counselor</p>	<p>Fab Fridays will be used as time to focus in on students needing remediation. Students who have below an average of 80, or missing assignments, will stay with a teacher to work on skills that they need further help with; students with an IEP will have personal goals set based on their specific needs. Students who have an average of 80 or higher will participate in another activity (outside, board games, etc). All students will be supervised. Fab Fridays will allow us to have one on one time with students who are struggling. There will be a total of 10.333...hours available throughout the year for remediation.</p>	<p>Certified Teachers Students Guidance Administration</p>	<p>Decrease in Missing Assignments  Increase in SRI Levels  Increase with Interim Assessment Data  Completion of iREADY intervention modules</p>	<p>September 4th September 11th October 2nd October 23rd November 13th November 27th December 11th January 8th January 29th February 5th February 19th March 4th March 18th April 15th April 22nd May 6th May 20th</p>	<p>June 2016</p>	
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Anit- Bully Campaign	K-8 Teachers Administration Guidance Counselor	Anti-Bully Lessons Anti-Bully Presentations Anti-Bully Visuals Report Bully System	Administration Guidance Counselor SRO	Presentations Documented Lesson Plans with Student Reflections Decrease Student Bully Reports OCR Data	Quarterly	June 2016	
Grade K-8 Leadership Opportunities	Grade K-8 Teachers	Student Government By- laws  Beta Club Membership/Ind uction	SGA Sponsors Beta Sponsor Guidance Counselor K-8 Teachers Administration	Grade 6-8 Beta Club Convention Community Projects Grade 7-8 SST Grade 4-8 SGA Community Projects Grade K-8 Student Led Conferences Community Projects	Post Semester	June 2016	

## School Improvement Plan

School:

Principal:

<b>Pathway:</b>	<b>Critical Element:</b>	<b>Current Growth Stage:</b>
Learning                      Community		Beginning                      Progressing
Culture                        Leadership		Advancing                     Excelling

What data provides evidence of current growth stage?

Annual Objective:

Mid Year Target:

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
						June 2016	

## School Improvement Plan

**School:**

**Principal:**

<b>Pathway:</b>		<b>Critical Element:</b>	<b>Current Growth Stage:</b>
Learning	Community		Beginning
Culture	Leadership		Progressing
			Advancing
			Excelling

What data provides evidence of current growth stage?

**Annual Objective:**

**Mid Year Target:**

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed

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

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

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

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

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

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

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

### Component 3

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school-wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X		X	X	
	<b>Strategy 3</b>	X		X		
	<b>Strategy 4</b>	X				
	<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:  
Highfalls Elementary K-8 has 100% highly qualified teachers.

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

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

## Component 4

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X		X	X	
	<b>Strategy 3</b>	X		X		
	<b>Strategy 4</b>	X				
	<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 opportunities are offered to teachers, assistants, administrators, and support personnell. All teachers and staff participate in site base Professional Development to further enhance the vertical alignment piece of Common Core and Essential Standards. All teachers and assistants will participate in monthly staff meetings that focus on research based strategies that increase student engagement.

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

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

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

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



**Component 5**

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X	X		X	
	<b>Strategy 3</b>	X	X			
	<b>Strategy 4</b>	X				
	<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 School's Human Resources works with administrators in an effort to recruit and maintain highly qualified teachers.

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

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

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

## Component 6

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

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

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. Highfalls Elementary K-8 will use the required Title I set aside for parent involvement activities. Activities will include, but are not limited to;  
 Parent Curriculum Nights: Student Led Conferences / Lexile Information  
 Content Specific Sessions

Parent Informational Nights: Title I Information  
 Digital Literacy / Technology Training Sessions  
 State Assessment Standards (Read to Achieve, Proficiency Standards, Graduation Requirements / High school Registration, etc.)

Twitter: Highfalls Twitter Account as well as individualized Grade Level Twitter Accounts that promote a Positive Culture, Curriculum Initiatives, School Events, Educational Initiatives, Staff Highlights, PTA, etc.

Highfalls Website: Teacher Websites, Curriculum Links, Literacy Links, Title I Parent Information, Calendar, Assessment Information, Culture, Accalades, etc.

Connect Ed: School Events, Curriculum Reminders, etc.

School Marque: Event Announcements

School Memos/Newsletters sent per child as required

**Component 7**

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school-wide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school-wide programs capitalize on the strong start.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	x	
	<b>Strategy 2</b>	X		x	x	
	<b>Strategy 3</b>	X		x		
	<b>Strategy 4</b>	X				
	<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: In connection with Moore County Schools Highfalls Elementary K-8 hosts a Kindergarden Registration Day.

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

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

## Component 8

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The school-wide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X		X	X	
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<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: All teachers have completed (newly hired teachers will complete this year) the formative assessment modules in NC Falcon and use the strategies regularly in thier classrooms with the targeted emphasis on New Blooms Taxonomy.

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

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

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

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

**Component 9**

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school-wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the schools who need it.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X			X	
	<b>Strategy 3</b>	X				
	<b>Strategy 4</b>	X				
	<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: Teacher designed benchmarks, SRI, EVAAS, and MClass Assessments will be used to monitor student academic growth that will add rigor and / or provide targeted interventions.

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

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

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

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





**Component 10**

**Coordination and integration of Federal, State, and local services and programs:** School-wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school-wide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the school-wide program.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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>	X	X	X	X	
	<b>Strategy 2</b>	X		X	X	
	<b>Strategy 3</b>	X		X		
	<b>Strategy 4</b>	X				
	<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:

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

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

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

**Targeted Assisted Schools Only**

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

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<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 support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

**Title I Parent Involvement School Plan**  
2015-2016

**School**

Parental Involvement, Section 1118 of NCLB

**Required Components**

**Component 2  
Component 6**

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p><b>1. 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>Parent Night Agenda / Rosters SIT minutes and agenda Placed on Website</p>	<p>Parents Teachers Administration</p>	<p>Back to School Night PTA / Parent Information Night Curriculum Night Parent Conferences Review and Discuss Current Plan Revisions if Necessary Student Led Conferences</p>	
<p><b>2. 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 Parent Night Agenda / Rosters Minutes Documented Parent Conferences</p>	<p>Parents Teachers Administration</p>	<p>Title I information at First PTA Meeting SIT Meeting SIT Meeting with Staff PLTs</p>	
<p><b>3. 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 Flexible Parent Conferences Documented Parent Conferences</p>	<p>Parents Teachers Administration</p>	<p>Back To School Night Curriculum Night Flexible Parent Conferences Student Led Conferences</p>	

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 Guides Parent Conferences School Improvement Team Documented Minutes / Rosters Surveys	Parents Teachers Administration	SIT Surveys Parent Information Nights	
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 Newsletters Reminders/Flyers Parent Letters Twitter Website	Parents Teachers Support Staff Classified Staff District Parent Resource Web-Page	Back To School Night Curriculum Nights Parent Information Nights Technology Nights SIT Meetings	
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	Parents School Wide Staff	Suggestion Box Surveys	Continual
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)	Signed School-Parent Compact	Parents Teachers Support Staff Classified Staff Administration	School Improvement Team Parent Informational Nights Parent Conferences	
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)	Parent Information Night Sign In Curriculum Night Sign In Web-Site Links Curriculum Guides Guidance Parent Contact Logs	Parents Teachers Support Staff Guidance Administration District Parent Resource Web-Page High School Administration / Guidance	Parent Information Night Curriculum Nights Web Site Printed Curriculum Guides per Household Shared Lexile / Benchmark Data NC School Report Card / Parent Letter Parent Letters for Scheduled Tests EXPLORE Night	

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
<p>9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)</p>	<p>Parent Information Nights Agenda / Roster Take Home Help Guides</p>	<p>Parents Teachers Support Staff Guidance Administration</p>	<p>Parent Information Nights Printed Curriculum Guides per Household Take Home Reading Books</p>	
<p>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)</p>	<p>Professional Development Rosters PLT Minutes SIT Minutes Monday Talk Faculty Electronic Newsletter Friday Shout-Out Electronic Newsletter Guidance Resources PEP Documentation SST Documentation HomeBase Parent/Student Portal</p>	<p>Parents Teachers Support Staff Guidance Administration District Trainers</p>	<p>Title I Conference School Base Professional Development PLT SIT Faculty Meetings Train the Trainers Book Study "Leader In Me" Training PEP Training Homebase Teachers/Parents</p>	
<p>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)</p>	<p>Agendas / Signed Rosters Web Site Curriculum / Assessments Links PTA Parent Rosters</p>	<p>Parents Teachers Support Staff Guidance Administration</p>	<p>Back To School Night Book Fairs School Wide Project Based Learning Projects Muffins with Moms and Math Doughnuts with Dads and Digital Literacy</p>	
<p>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)</p>	<p>Connect Ed. Messages in Home Language Parent Letters in Home Language Parent Interpreters if applicable State testing scores/explanation guides in Home Language HomeBase Parent Portals</p>	<p>Parents Teachers Support Staff Administration HomeBase Data Manager</p>	<p>Computer Based Language Application Connect Ed Language Options Home Language Surveys HomeBase Parent Portals</p>	<p>Continual</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
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)	Flexible Parent Conference Documentation Community Event Agendas Guidance Support Parent Documentation	Parents Teachers Support Staff Community Partnerships Guidance	Twitter School Web-Site Curriculum Nights Parent Information Nights Flexible Parent Conferences SKYPE sessions conferences	

1. Attach school’s parent involvement policy with documentation of parent input and how distributed.
  
6. 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.
  
7. 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.
  
11. 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