



## Title I School-Wide Improvement Plan

<b>LEA or Charter Name</b>	Moore County Schools	<b>Number:</b>
<b>School Name</b>	West Pine Elementary School	<b>Number:</b>
<b>School Address:</b>	272 Archie Rd. West End, NC 27376	
<b>Plan Year(s):</b>	2015-16	
<b>Date prepared:</b>		
<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
Principal	Marcy Cooper		
Assistant Principal	Lisa Epling		
Guidance Counselor	Stacie Jeffreys		
Teacher Representative	Kim White		
Teacher Representative	Becky Strickland		
Teacher Representative	Carmen Vaughan		
Teacher Representative	Eryn Kushner		
Teacher Representative	Caitlin Girona		
Parent Representative	Laura Rubin		
Parent Representative	Michelle Cuthrell		



## 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>
Hispanic/Non-Hispanic		
Hawaiian/Am. Indian		
Multi-racial		

<b>Free/Reduced Lunch Profile 2014-2015 Percentage:</b>		
<b>Total Students</b>	<b>Reduced Students</b>	<b>Free Students</b>

<b>Disaggregated Data Chart EOG Reading 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>Disaggregated Data Chart Math 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>Lexile Data 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

<b>mClass (% below proficient) 2014-2015</b>						
<b>Grade</b>	<b>White</b>	<b>Black</b>	<b>ED</b>	<b>LEP</b>	<b>SWD</b>	<b>ALL</b>

1. What does the analysis tell you about your school's strengths?
2. What does the analysis tell you about your school's gaps or opportunities for improvement?
3. What data is missing and how will you go about collecting this 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.

## School Improvement Plan

**School:** West Pine Elementary School

**Principal:** Marcy Cooper

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

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

End of year 2015 EOG reading data indicates that 75.9% of white students were proficient on the state reading test while 40% of Black students were proficient. This indicates a 35.9 point gap. 35 students in this subgroup were tested and 21 were not proficient. To achieve our AMO in 2015-2016, 47.8% of our black students must be proficient in reading - 17 students in this subgroup must be proficient, a 3 student increase from the 2014-2015 school year.

**Annual Objective:**

By the end of the 2015-2016 school year, 80% of all students will be proficient in reading as measured by the North Carolina End of Grade test.  
 48% of our Black students will be proficient in reading as measured by the North Carolina End of Grade test.  
 100% of students will show growth on the Scholastic Reading Inventory and mClass assessments.

**Mid Year Target:**

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

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

<p>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.</p>	<p>Classroom teachers</p>	<p>Journeys materials  PD on guided reading strategies  MCS pacing guide and curriculum documents</p>	<p>E. Kushner</p>	<p>K-5 mclass, SRI and benchmark data  Formal/ Informal teacher observation  Student work samples</p>	<p>Jan. 13, 2016  May 11, 2016</p>	<p>May, 2016</p>	
<p>Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.</p>	<p>Classroom teachers  Debbie Bare</p>	<p>Journeys materials  PD on differentiation and rigor  MCS pacing guide and curriculum documents  AIG strategies</p>	<p>E. Kushner</p>	<p>K-5 mclass, SRI and benchmark data  Formal/ Informal teacher observation  Student work samples</p>	<p>Jan. 13, 2016  May 11, 2016</p>	<p>May, 2016</p>	
<p>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.</p>	<p>Classroom teachers  Administrators</p>	<p>Data wall cards</p>	<p>M. Cooper</p>	<p>PLC sign-in sheets and minutes  mClass data  SRI data</p>	<p>Jan. 13, 2016  May 11, 2016</p>	<p>May, 2016</p>	

<p>A reading intervention block will be established within each classroom so that all students will have access to intervention without missing curriculum content.</p>	<p>All teachers</p>	<p>LLI program materials SPIRE materials MCS Matrix</p>	<p>L. Epling</p>	<p>Student work samples  Teacher plans  Walk-through data</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	
<p>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.</p>	<p>Classroom teachers EC teachers Administrators AIG teacher</p>	<p>Data cards for SRI/mClass PD on data analysis Progress monitoring data</p>	<p>Stacie Jeffreys</p>	<p>Student data cards Intervention Plans PEP data</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	

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

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

End of year 2015 EOG reading data indicates that 75.9% of white students were proficient on the state reading test while 37.8% of Students with Disabilities were proficient. This indicates a 38.1 point gap. 37 students in this subgroup were tested and 22 were not proficient. To achieve our AMO in 2015-2016, 39% of our Students with Disabilities must be proficient in reading - 15 students in this subgroup must be proficient..

**Annual Objective:**

By the end of the 2015-2016 school year, 80% of all students will be proficient in reading as measured by the North Carolina End of Grade test.  
 40% 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



<p>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.</p>	<p>Classroom teachers EC teachers Reading specialists</p>	<p>Journeys materials  PD on guided reading and reading intervention strategies  MCS pacing guide/curriculum documents</p>	<p>E. Kushner</p>	<p>K-5 mClass, SRI and benchmark data for EC students  Formal/ Informal teacher observation data  Student work samples</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	
<p>Improve the established literacy block by increasing rigor and differentiating literacy assignments so that the needs of all students are met.</p>	<p>Classroom teachers EC teachers Reading specialists</p>	<p>Journeys materials  PD on differentiation strategies  MCS pacing guide/curriculum documents</p>	<p>E. Kushner</p>	<p>K-5 mClass, SRI and benchmark data for EC students  Formal/ Informal teacher observation data  Student work samples</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	
<p>Monitor and track all data points for EC students so that interventions are purposeful and targeted for each individual student.</p>	<p>Classroom teachers EC teachers Administrators</p>	<p>Data Wall cards SPIRE LLI</p>	<p>M. Cooper</p>	<p>PLC sign in and minutes  mClass reports  SRI data  LLI data  SPIRE data</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	

<p>A reading intervention block will be established within each classroom so that all students have access to intervention without missing curriculum content.</p>	<p>Classroom teachers EC teachers Administrators</p>	<p>Schedules LLI materials SPIRE materials</p>	<p>L. Epling</p>	<p>Student work samples  Master schedule  Teacher plans  Walk through data</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	
<p>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.</p>	<p>Classroom teachers EC teachers Administrators</p>	<p>Data cards EC data wall</p>	<p>Stacie Jeffreys</p>	<p>Student data cards  Intervention Plans  IEP data</p>	<p>Jan. 13, 2016 May 11, 2016</p>	<p>May, 2016</p>	
<p>Inclusion strategies and structures will be shared with all classroom teachers so that extra support and specialized instruction can be provided during the regular education block.</p>	<p>Classroom teachers EC teachers Administrators</p>	<p>Professional development regarding inclusion strategies</p>	<p>M. Cooper</p>	<p>Student data cards  Intervention Plans  IEP data</p>	<p>Jan. 13, 2016 May 11, 2016</p>		

## School Improvement Plan

School: West Pine Elementary School

Principal: Marcy Cooper

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

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

End of year 2015 EOG math data indicates that 76.2% of students were proficient on the state math test. 81.3% of white students were proficient while 42.9% of Black students were proficient. This indicates a 38.4 point gap. 35 students in this subgroup were tested and 20 were not proficient. To achieve our AMO in 2014-15, 45.6% of our black students must be proficient in math - 16 students in this subgroup must be proficient.

**Annual Objective:**

By the end of the 2015-2016 school year, 80% of all students will be proficient in math as measured by the North Carolina End of Grade Test.

\*45.6% 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 an increase in the scores of their benchmark assessments.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
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 Math specialists	PD on math standards/pacing Substitute teachers	M. Cooper	Agendas Minutes Lesson plans Data notebooks	Jan. 13, 2016 May 11, 2016	May, 2016	
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	Computers	C. Vaughan	i-ready roster i-ready data	Jan. 13, 2016 May 11, 2016	May, 2016	

NY Engage math program will be utilized at grades K-5 so that students will learn ongoing vocabulary and structures vertically.	All math teachers	NY Engage notebooks	C. Vaughan	Walk through data Lesson Plans	Jan. 13, 2016 May 11, 2016	May, 2016	
Professional Development on the NY Engage program will occur so that teachers understand vocabulary, structures, and alignment so that student growth will occur.	All math teachers Math specialists	PD on NY Engage IDI team	M. Cooper	Teacher roster Agendas Lesson Plans	Jan. 13, 2016 May 11, 2016	May, 2016	

## School Improvement Plan

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**Principal:** Marcy Cooper

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

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

Discipline monitoring at WPE: 49 student referrals for the 2014-15 school year.

27% of discipline referrals came from behavior on the playground.

29% of discipline referrals came from the classroom.

18% of discipline referrals came from the bus.

51% of discipline referrals were written for fourth and fifth grade students.

**Annual Objective:**

Our discipline referrals will decrease by 10% by May, 2016.

**Mid Year Target:**

Discipline referrals will be compiled and analyzed in January, 2016.

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 grade 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	Jan. 13, 2016 May 11, 2016	June, 2016	

Monthly guidance lessons will occur for grades K-4 focusing on kindness, persistence, and other topics recommended by classroom teachers.	All teachers/staff Guidance counselor Social Worker	Discipline data notebook	Lisa Epling	Data collection  Behavior plans	Jan. 13, 2016 May 11, 2016	June, 2016	
A focus on our school-wide expectations will be emphasized throughout the year. ROAR - Respect, Organized and orderly, attitude that is positive, and Responsibility.	Guidance counselor Student support team Administrators	Resources for PD	M. Cooper	Post survey	Jan. 13, 2016 May 11, 2016	June, 2016	
Discipline referrals will be tracked so that behavior modification plans can be implemented for students with need.	Guidance counselor Classroom teachers Administrators	Student services personnel	Stacie Jeffreys	Data notebooks	Jan. 13, 2016 May 11, 2016	June, 2016	

## School Improvement Plan

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Principal: Marcy Cooper

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

**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 are 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.

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 monthly with administration so that problems can be identified and efforts can be made to solve the identified problems.	B. Diveley K. Lassiter K. Mayer M. Avendutti J. Perchinsky K. Cunningham B. Walker	Meeting dates/times	Marcy Cooper	Meeting minutes/notes	Jan. 13, 2016 May 11, 2016	June, 2016	

30 second feedback will be utilized on a weekly basis so that teachers are receiving positive, timely feedback.	L. Epling M. Cooper	Walk through data form	Lisa Epling	Feedback data	Jan. 13, 2016 May 11, 2016	June, 2016	
A "Culture Club" has been established within our faculty to focus on morale to foster a positive working environment.	K. Mayer, chair	Funding for activities Materials needed	C. Vaughan	Survey results	Jan. 13, 2016 May 11, 2016	June, 2016	
Teacher leaders will be utilized to lead professional development sessions during early release days so that leadership within our faculty is developed and encouraged.	C. Johnson B. Diveley A. Noll M. Hoel S. Fore	Professional resources	C. Gironda K. White M. Cooper	PD offerings Survey results	Jan. 13, 2016 May 11, 2016	May, 2016	



**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:		<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 school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

**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:

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

**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:

**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>					
	<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 increase parental involvement, in addition to our focus on the priority goals listed in this plan.

**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>					
	<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 pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

**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>					
	<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 for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

**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>					
	<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 differentiation strategies, in addition to our focus on the priority goals listed in this plan:



**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>					
	<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 coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

**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>					
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	<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**  
2015-16

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

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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)				
7. <b>Shall jointly develop, distribute and discuss</b> school-parent compact forms annually (see requirements) Sec. 1118(d)(1,2)(A-C)				
8. <b>Shall provide</b> assistance to parents in understanding such topics as NCSCOS, EOG and local assessments. Sec. 1118(e)(1)				
9. <b>Shall provide</b> materials and training to help parents to work with their children at home. Sec. 1118(e)(2)				
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)				
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)				
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)				

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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)				

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