



Title I School-Wide Improvement Plan

LEA or Charter Name	Moore County Schools	Number:	630
School Name	Westmoore Elementary	Number:	376
School Address:	2159 S. NC Hwy 705 Seagrove, NC 27341		
Plan Year(s):	2015-2016		
Date prepared:	August 17, 2015		
Principal Signature:			
Local Board Approval Signature:			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
Teacher	Ilona Fenech	Chair/Teacher	Chris Pierce
Teacher	Carolyn Needham	Teacher	Dawn Coble
Teacher	Stacey Hill	Instructional Coach	
Teacher Assistant	Rhonda Frye	Assistant Principal	Clarkie Hussey
Parent	Crystal Morgan	Parent	Annette Lucas
Parent	Joanie Cox		

School Data And Summary Analysis - Component 1 Needs Assessment

Use data identified in your **comprehensive needs assessment** for the basis for understanding the school and identifying priority areas for improvement.

Demographic Profile 2014-2015		
Students	Numbers	Percentages
Male	191	53%
Female	172	47%
White	306	84%
Black	9	2.5%
Hispanic/Non-Hispanic	37	10%
Asian	3	0.8%
Hawaiian/Am. Indian	0	0
Multi-racial	7	2%
SWD	35	9.5%

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

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

Grade	White	Black	ED	LEP	SWD	ALL
3	52.6%	<5	32.4%		12.5%	41.2%
4	64.7%		60%			63.9%
5	41.9%		38.5%		20%	39.4%
6	39.4%		26.7%			40.5%
7	42.9%		28.6%			41.9%
8	47.6%		38.1%			44.4%

**Disaggregated Data Chart
Math
2014-2015**

Grade	White	Black	ED	LEP	SWD	ALL
3	47.4%	12.5%	32.4%		25%	41.2%
4	52.9%		40%			50%
5	48.4%		30.8%		<5	45.5%
6	36.4%		20%			35.7%
7	28.6%		21.4%			29%
8	35.7%		33,3%			35.6%

**Lexile Data
2014-2015**

Grade	White	Black	ED	LEP	SWD	ALL
3	71%	50%		33%	44%	63%
4	78%				50%	80%
5	55%			0	0	52%
6	48%	0		0	0	46%
7	67%			100%		63%
8	66%			50%	20%	62%

mClass (% below proficient) 2014-2015						
Grade	White	Black	ED	LEP	SWD	ALL
K	29%	2%		5%	5%	41%
1	41%			5%	5%	51%
2	6%			4%	2%	13%

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

Westmoore Elementary is a rural school that serves families from diverse backgrounds. Many of our families have second and third generation students attending our school. Our students are given opportunities at each grade level to participate in off-campus field trips. Students and parents are invited to participate in after school events such as Parent Conferences, Curriculum Nights, Reading and Math Nights, and Back-to-school Night. Our student council is made of representatives from each classroom. Students work on activities which include the entire school and support efforts for families in our community.

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

Students at Westmoore Elementary met 12 of 19 Annual Measureable Objectives during the 2014-2015 school year. We utilize professional learning communities that meet weekly to collaborate on teaching and data analysis. We exceeded growth for the 2014-2015 school year. We exceeded growth for the 2014-2015 school year with a growth index of 6.39. We have two teachers per grade level which provides a small community setting for teachers to identify students needs. Educational Specialists work closely with teachers to help students who need additional resources.

Westmoore is a Title I school.

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

We have considered historical data, K-2 assessments, EOG's and district benchmarks. The School Improvement Team will analyze the 2015 data from our subgroup populations and target growth as indicated to close the achievement gaps. Staff is trained in administering baseline and formative assessments to continually improve instruction. We are using the Reading Diagnostic program which will provide more in-depth data on student needs.

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.

1. Reading based on Scholastic Reading Inventory, mCLASS EOY, and K-2 assessments
2. Math based on benchmark and K-2 assessments
3. Subgroups-use the analysis to target Reading and Math

School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

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

What data provides evidence of current growth stage?

- 45% of students were proficient on EOG reading (CCR) in 2015
- 63% of students were proficient on EOY in SRI
- 93% of 3rd graders met Read to Achieve Benchmarks
- 6.39% Growth Index which Exceeded growth for 2015

Annual Objective:

50% of all students will achieve CCR proficiency in Reading for 2015-2016, 60% of all students will achieve CCR proficiency in Reading for 2016-2017, 70% of all students will achieve CCR proficiency in Reading for 2017-2018

Mid Year Target:

- 50% of students in grades 3 -8 will meet proficiency on the District Benchmark in Reading
- 50% of students in grades 2-8 will be proficient as measured by the Scholastic Ready Inventory

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

<p>Teachers will utilize small group instruction in Reading so that students comprehend grade level text.</p>	<p>Teachers Administration Support Staff</p>	<ol style="list-style-type: none"> 1. Instructional Coach 2. Journeys 3. 5 Domains of Reading 4. SRI 5. mCLASS 6. Leveled Literacy 7. iREADY 8. Imagine Learning 9. TenMarks 	<p>Scott Hussey IC</p>	<ol style="list-style-type: none"> 1. Minutes from PLC meetings 2. Imagine Learning Data(K-3) 3. mCLASS assessment data 4. SRI Data 5. Interim Assessments 6. iREADY Data (6-8) 	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	<p>June 9, 2016</p>	
<p>Teachers will implement Tier 2 and Tier 3 interventions utilizing mCLASS, Scholastic Reading Inventory, Imagine Learning, iREADY and Progress Monitoring data so that students receive instruction to close learning gaps.</p>	<p>Teachers Administration Support Staff</p>	<ol style="list-style-type: none"> 1. Instructional Coach 2. Imagine Learning 3. SST Model 4. Instructional Support Model 5. Intervention time in schedule 6. Leveled Literacy Instruction 7. Reading Interventionist 8. iREADY 	<p>Scott Hussey IC</p>	<ol style="list-style-type: none"> 1. Imagine Learning Data (K-3) 2. mCLASS Assessment Data 3. SRI Data 4. Formative Assessment Data 5. iREADY Data (6-8) 	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	<p>June 9, 2016</p>	

<p>K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.</p>	<p>K-3 teachers Administration Support Staff</p>	<p>1. Instructional Coach 2. SST Model 3. Instructional Support Model 4. Intervention time during school day 5. Reading Interventionist</p>	<p>Scott Hussey IC</p>	<p>1. Progress Monitoring Data 2. mCLASS Assessment Data 3. SRI Data 4. Formative Assessment Data</p>	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	<p>June 9, 2016</p>	
<p>Analyze mCLASS, SRI, EVAAS, and Schoolnet Benchmark data at least 4 times a semester with a focus specific to achievement gaps and discuss ways to differentiate and individualize instruction so that gaps between subgroups decrease.</p>	<p>Teachers Administration Support Staff</p>	<p>Data (Assessments, SchoolNet, Benchmarks, SRI, mCLASS, Imagine Learning, iREADY, and EVAAS) Testing & Accountability Team</p>	<p>PLC Representatives</p>	<p>PLC Minutes EVAAS Professional Development SchoolNet Benchmark Data Teacher Observations</p>	<p>Monthly</p>	<p>June 9, 2016</p>	

School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

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

What data provides evidence of current growth stage?

39.5% of students were proficient on the End of Grade Math in 2015
 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:

45% of all students will meet CCR standard in Math for 2015-2016, 55% of all students will meet CCR standard in Math for 2016-2017, 65% of all students will meet CCR standard in Math for 2017-2018

Mid Year Target:

60% of students in grades 3-8 will meet proficiency on District Benchmark
 40% of students in grades K-2 will meet proficiency on the 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

Teachers will implement the Engage NY math program so that students become proficient in math.	Teachers Administration Support Staff	<ol style="list-style-type: none"> 1. CCSS 2. Edmodo 3. Pacing Guide 4. Engage NY 5. TenMarks (3-5) 6. Math Techbooks 6-8 7.iREADY (6-8) 	Scott Hussey IC	<ol style="list-style-type: none"> 1. iREADY Data (6-8) 2. Formative Assessment Data 3. District Benchmarks 4. Personal Education Plans 5. Ten Marks Data (3-5) 	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	June 9, 2016	
Teachers will implement Tier 2 and Tier 3 interventions utilizing the TenMarks, iREADY, and SchoolNet data so that students receive instruction to close learning gaps.	Teachers Administration Support Staff	<ol style="list-style-type: none"> 1. CCSS 2. Math Techbooks 6-8 3. Engage NY 4. iREADY (6-8) 5. Edmodo 6. Pacing Guide 7. TenMarks (3-5) 	Scott Hussey IC	<ol style="list-style-type: none"> 1. iREADY Data 2. Formative Assessment Data 3. District Benchmarks 4. Personal Education Plans 5. TenMarks Data 	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	June 9, 2016	
Teachers will implement the mathematical framework to provide small group instruction so that students apply and comprehend on grade level mathematics.	Math Teachers Administration Support Staff	<ol style="list-style-type: none"> 1. CCSS 2. Math Techbooks 6-8 3. Engage NY 4. iREADY 5. Edmodo 6. Pacing Guide 7. TenMarks 	Scott Hussey IC	<ol style="list-style-type: none"> 1. iREADY Data 2. Formative Assessment Data 3. District Benchmarks 4. Personal Education Plans 5. TenMarks Data 	<p>10-20-15 12-15-15 2-23-16 4-19-16</p>	June 9, 2015	
Use the Gradual Release Model Learning Expectations (I Can Statements, Revised Blooms, Formative Assessments, Kagan Cooperative Structures, etc.) and the district's pacing guide and curriculum documents 100% of the instructional class time to ensure instructional strategies are aligned so that mastery of content is achieved by all.	Teachers Administration Support Staff	Gradual Release Model Revised Blooms & Webb's DOK Kagan Structures District pacing and curriculum documents	PLC Representatives	<p>Lesson plans</p> <p>Teacher Observations</p> <p>PLC Minutes</p>	Monthly	June 9, 2016	

School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

Pathway:	Critical Element:	Current Growth Stage:	
Learning	Physical Safety	Beginning	X Progressing
X Culture		Advancing	Excelling
Community Leadership			

What data provides evidence of current growth stage?

- 77% of students agree they show respect for students who are different from them.
- 64% of students say they attended a presentation or activity at school about bullying or harassment.
- 76% of students feel valued at school.
- 84% of students feel their classmates and peers treat them with respect.

Annual Objective:

Increase the percentage of students who feel valued at school by 10% based on the OCR survey.

Mid Year Target:

Analyze first semester discipline data to determine success with positive reinforcement so that adjustments can be made accordingly.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/ Professional Development Needed	Person(s) Responsible	Evidence(s)	Reporting Timeframe	Target Date	Completed
Recognize a minimum of three students and staff monthly so that positive contributions in the classroom and school are highlighted and celebrated.	Teachers Administration Support Staff	Website Facebook Twitter Bulletin Board	PLC Representatives	Website postings Facebook postings Twitter postings	Monthly	June 9, 2016	

<p>Utilize PBIS and PAC groups to analyze discipline data and OCR Survey data and make contributions to improve the culture of the school so that an overall sense of well-being among staff, students, and parents is increased.</p>	<p>Administration PBIS Team PAC</p>	<p>Discipline Data OCR Survey Data PBIS Data</p>	<p>Scott Hussey</p>	<p>PBIS and PAC agenda and minutes Discipline Referrals SWIS data OCR Survey</p>	<p>Monthly</p>	<p>June 9, 2016</p>	
<p>Create opportunities for students to participate in a minimum of 4 presentations (counselor lessons, guest speakers, student council, etc.) on bullying/harassment throughout the year so that a shared vision on positive behavior is promoted and encouraged.</p>	<p>Administration Counselor Teachers</p>	<p>Daily announcements PBIS videos Presentations</p>	<p>Scott Hussey Blake</p>	<p>Presentations dates Daily Announcements List of Guest Speakers Student Council events</p>	<p>November February April</p>	<p>June 9, 2016</p>	

School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

Pathway:	Critical Element:	Current Growth Stage:
Learning		Beginning
Culture		Advancing
Community		Progressing
Leadership		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

School Improvement Plan

School: Westmoore Elementary

Principal: Lisa Scott

Pathway:	Critical Element:	Current Growth Stage:
Learning		Beginning
Culture		Advancing
Community		Progressing
Leadership		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.

		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
<p>The school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<p>Strategy 1</p>	<p>Teachers will utilize small group instruction in Reading so that students comprehend grade level text.</p>	<p>Analyze mCLASS, SRI, EVAAS, and Schoolnet Benchmark data at least 4 times a semester with a focus specific to achievement gaps and discuss ways to differentiate and individualize instruction so that gaps between subgroups decrease.</p>	<p>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.</p>	<p>K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.</p>	

	Strategy 2	Teachers will implement the Engage NY math program so that students become proficient in math.	Teachers will implement Tier 2 and Tier 3 interventions utilizing TenMarks, iREADY, and SchoolNet data so that students receive instruction to close learning gaps.	Teachers will implement the mathematical framework to provide small group instruction so that students apply and comprehend on grade level mathematics.	Use the Gradual Release Model Learning Expectations(I Can statements, Revised Blooms, Formative Assessments, Kagan Cooperative Structures, etc.) and the district's pacing guide 100% of the instructional class time to ensure instructional strategies are aligned so that mastery of content is achieved by all.	
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: 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.

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.

Imagine Learning is used in grades K - 5 to target struggling students with reading intervention.

iREADY is used in grades 6 - 8 in reading and math to target skills students have not yet mastered.

Component 3

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

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

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan: 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.

		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<p>Strategy 1</p>	<p>Teachers will utilize small group instruction in Reading so that students comprehend grade level text.</p>	<p>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.</p>	<p>K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.</p>		

	Strategy 2	Teachers will implement the Engage NY math program so that students become proficient in math.	Teachers will implement Tier 2 and Tier 3 interventions utilizing iREADY, TenMarks, and SchoolNet data so that students receive instruction to close learning gaps.	Teachers will implement the mathematical framework to provide small group instruction so that students apply and comprehend on grade level mathematics.		
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: 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 3 - 8 will participate in professional development offered by UNCP through the MASS grant.

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

Teachers will receiving district professional development on the Engage NY math program.

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

Teachers will receive training in the iREADY and Imagine Learning programs.

Component 5

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

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

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

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1			K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.		
	Strategy 2					

	Strategy 3		Utilize PBIS and PAC groups to analyze discipline data and OCR survey data and make contributions to improve the culture of the school so that an overall sense of well-being among staff, students, and parents is increased.			
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan. 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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:
 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.

Component 8

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

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

	Strategy 2	Teachers will implement the Engage NY math program so that students become proficient in math.	Teachers will implement Tier 2 and Tier 3 interventions utilizing iREADY, TenMarks, and SchoolNet data so that students receive instruction to close learning gaps.			
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan: 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 TenMarks and iREADY math programs for student assessment. K-5 teachers use the mCLASS online assessments to monitor student progress. Teachers are utilizing Imagine Learning(K-5) and iREADY (6-8) to target struggling students in Reading.

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.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	<p>Teachers will utilize small group instruction in Reading so that students comprehend on grade level text.</p>	<p>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.</p>	<p>K-3 Teachers will support reading strategies and instruction so that Third grade students will meet Read to Achieve proficiency.</p>	<p>Analyze mCLASS, SRI, EVAAS, and Schoolnet Benchmark data at least 4 times a semester with a focus specific achievement gaps and discuss ways to differentiate and individualize instruction so that gaps between subgroups decrease.</p>	

	Strategy 2	Teachers will implement the Engage NY math program so that students become proficient in math.	Teachers will implement Tier 2 and Tier 3 interventions utilizing iREADY, TenMarks, and SchoolNet data so that students receive instruction to close learning gaps.	Teachers will implement the mathematical framework to provide small group instruction so that students apply and comprehend on grade level mathematics.		
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan: 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, Imagine Learning, iREADY, 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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1	Teachers will utilize small group instruction in Reading so that students comprehend 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.		

	Strategy 2	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.	Teachers will implement the mathematical framework to provide small group instruction so that students apply and comprehend on grade level text.		
	Strategy 3	Recognize a minimum of three students and staff monthly so that positive contributions in the classroom and school are highlighted and celebrated.	Utilize PBIS and PAC groups to analyze discipline data and OCR survey data and make contributions to improve the culture of the school so that an overall sense of well-being among staff, students, and parents is increased.			
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

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, Imagine Learning, iREADY, and Scholastic Reading.

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:		Annual Obj 1	Annual Obj 2	Annual Obj 3	Annual Obj 4	Annual Obj 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
	Strategy 4					
	Strategy 5					
	Strategy 6					
	Strategy 7					
	Strategy 8					

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:
Westmoore Elementary is a school-wide program.

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

**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. Shall jointly develop 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 2015 2. September 2015 3. October 2015 4. November 2015 5. January 2016 6. March 2016</p>
<p>2. Shall convene an annual 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 2015 2. October 2015 3. September 2015, December 2015, March 2016, April 2016</p>
<p>3. Shall offer a flexible number of meetings...and may provide transportation, childcare or home visits with funds for parental involvement. Sec. 1118(c)(2)</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 2015 2. September 2015 3. October 2015 4. November 2015 5. January 2016 6. March 2016 7. September 2015, December 2015, March 2016, April 2016</p>

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
4. Shall involve 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 2015 - May 2016
5. Shall provide parents timely information about school programs; description and explanation of curriculum and parent conferences if requested. Sec.1118(c)(4)(A-C)	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 2015, November 2015, January 2016, March 2016 2. September 2015, December 2015, March 2016, May 2016
6. Shall submit to LEA 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 2015 - May 2016
7. Shall jointly develop, distribute and discuss 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 2015
8. Shall provide 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 2015 - May 2016
9. Shall provide 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 2015 - May 2016

Title I Requirement	Evidence of Compliance	Participants	Activities/Strategies	Time/Date
10. Shall provide training for teachers, staff, and principals on how to work together in a joint effort to reach out, communicate with and work with parents as equal partners. Sec. 1118(e)(3)	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 2015 2. September 2015, November 2015, January 2016, March 2016 3. October 2015
11. Shall coordinate and integrate parent involvement programs activities with pre-school programs (see list) and conduct other activities such as parent resource centers... Sec. 1118(e)(4)	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 2015 2. September 2015, March 2016 3. October 2015 4. March 2016 5. April 2016
12. Shall ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format, and language the parents can understand. Sec. 1118(3)(5)	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 2015, November 2015, January 2016, March 2016 2. September 2015, December 2015, March 2016, April 2016
13. Shall provide 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 2015 2. September 2015, November 2015, January 2016, March 2016

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