

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.



## District Goals for Ashe County Schools

District Goal 1.1: Balanced Literacy Across the Curriculum

District Goal 1.2: Teaching and Learning

District Goal 1.3: Academic Rigor

District Goal 1.4: Accountability and Evaluation

District Goal 1.5: Student Needs

**Supports SBE Goal:** Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 2.1: Continue to attract, employ and retain highly qualified and informed staff who are motivated to effect long-term achievement

District Goal 2.2: Meet the *No Child Left Behind* (NCLB) highly qualified criteria determined by NCDPI Licensure department

District Goal 2.3: Receive professional development aligned with student achievement data and the teacher's Professional Development Plan (PDP)

District Goal 2.4: Utilize available technology

District Goal 2.5: Provide high-quality instruction in every classroom by utilizing instructional methods to address various learning needs, eliminating achievement gaps and engaging all learners

District Goal 2.6: Provide high quality instruction in every classroom by analyzing a variety of student data for development of individual PDP goals

District Goal 2.7: Create a pipeline of leadership training for administrators and teachers

**Supports SBE Goal:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.

District Goal 3.1: Improve the health and wellness of students and personnel

District Goal 3.2: Provide a safe, orderly environment for all students and employees

District Goal 3.3: Support access to nutritious foods/beverages that meet/exceed national standards for all students and employees

District Goal 3.4: Create a culture in Ashe County Schools that will include a Positive Behavior Intervention and Support Plan (PBIS)

District Goal 3.5: Support and increase safe access to physical activity on our school campuses and in the community

**Supports SBE Goal:** Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 4.1: Establish an environment where families and schools are full partners, working collaboratively to identify learning opportunities for their children

District Goal 4.2: Develop and strengthen communication and partnership between Ashe County Schools and post-secondary institutions in order to provide relevant and challenging opportunities to all students and staff

District Goal 4.3: Partner with local agencies, civic organizations and the faith-based community to advance and develop school programs that make a positive impact

District Goal 4.4: Develop and enhance a collaborative environment with the business and industry community that strengthens school programs and enhances workforce and student development

District Goal 4.5: Conduct a volunteer recruitment and recognition campaign

District Goal 4.6: Develop and implement district-wide standards for respectful, responsive service and effective communication

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 5.1: Explore equitable access to personal teaching and learning devices

District Goal 5.2: Provide technology-focused professional development

District Goal 5.3: Support development of consistent policies

District Goal 5.4: Utilize and provide software, hardware and cloud applications to support and enhance 21st Century teaching and learning

District Goal 5.5: Maintain and enhance infrastructure and instructional technology support

**Supports SBE Goal:** Goal 5 – North Carolina public schools will be governed and supported by 21st

## School Vision and Mission Statements for Westwood Elementary School

### **Vision:**

The vision of Westwood Elementary School, through collaborative efforts of administrators, educators, students, staff, and stakeholders, is to create a child-centered environment which prepares students for the 21st century. This partnership will encourage and impact continual growth among this community of learners. Education will be further enhanced through the integration of technology and the arts for the development and application of higher order thinking skills. We will foster the expansion of ideas and the sharing, valuing, and appreciation of global diversity. Students will become empowered with essential skills to become independent and productive life-long learners in this safe and nurturing environment.

### **Mission:**

Improving tomorrow by learning today.



**LEA or Charter Name/Number:** Ashe County Schools - 050  
**School Name/Number:** Westwood Elementary School  
**School Address:** 4083 US Hwy 221 S. West Jefferson  
**Plan Year(s):** 2013-2016  
**Date prepared:** Fall 2013

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

**Local Board Approval Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

### School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Jennifer Robinson		
Assistant Principal Representative	Dustin Farmer		
Teacher Representative	Holly McClure		
Inst. Support Representative	Laura Bowers		
Teacher Assistant Representative	Retha Woods		
Parent Representative	Amy Dollar		
Teacher Representative	Kim Miller		
Teacher Representative	Kristina Norris		
Teacher Representative	Ashley Brown		
Teacher Representative	Sonya Vannoy		
Teacher Representative	Jessica Greer		
Guidance Representative	Amanda Bloomer		

\* Add to list as needed. Each group may have more than one representative.

## School Data and Summary Analysis

1. What does the analysis tell you about your schools strengths?

When analyzing the strengths of our school, the following data sources were utilized: Reading 3D data; Teacher Working Conditions Survey; Goal summary sheets from the 2013 End-of Grade Tests; Attendance data; Discipline Data.

In 3rd grade, students scored 79.4% proficient in Reading Literature. Students in 3rd grade were also strong in the Geometry Standard of the End of Grade Test scoring 82.7%. 4th grade students scored the best on the Geometry Standard with 65%. 5th grade students scored best on the Geometry Standard at 66.7%. 6th graders scored best on the Statistics and Probability Standard with 68.8%. These students were also strong in the Language Standard at 80.8%.

Administration Walk-Through data showed teacher strengths in the areas of student monitoring, circulating throughout the classroom, and assisting individual students.

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

Beginning of the Year Reading 3D Data showed that 64% of kindergarten students scored below grade level, 47% of first graders scored below grade level, 60% of second graders scored below grade level, and 33% of third graders scored below grade level on the TRC (Text Reading Comprehension) measure.

One of the gaps we saw in our school data was in the Numbers and Operations – Fractions Standard for 4th grade (55.4%) and 5th grade (57.1%), the Measurement and Data Standard for 3rd Grade (59.9%), and the Expressions and Equations Standard for 6th grade (60.2%).

In Reading, there was a concern as to how students were engaging and comprehending informational text. When analyzing Reading 3D assessment data, students consistently scored lower when presented with informational text selections. 3rd-6th graders also struggled with this skill when they were presented with non-fiction selections on the End of Grade reading test as evidenced by the End of Grade goal summary sheets.

Our discipline data showed that there were 70 days of missed instruction due to OSS and ISS. This translates to 70 days of lost instruction which is a concern for our school.

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

One area that we would like to look at in the future is teacher attendance data. It would also be nice if the state would provide BOG goal summary sheets for the 3rd grade BOG assessment.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Reading Informational Text (K-3 TRCs - Text Reading Comprehension); Reading Informational Text (4-6 EOG Scores); 3rd Grade Math: Measurement and Data, 4th Grade and 5th Grade Math: Numbers and Operations - Fractions, 6th Grade Math: Expressions and Equations (3-6 EOG Scores); PBIS Implementation (Discipline Data)



## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

Reading: Informational Text: EOG Goal Summary Reports for 2012-2013: 4th-70.9%; 5th- 71.2%; 6th-72.1%

**School Goal 1:** Increase Proficiency in Reading Informational Text in grades 4-6

**Supports this district goal:** Globally Competitive 21st Century Students Goal 1.1, 1.2

**Target:** Increase Total Goal Proficiency to: 4th- 75%; 5th- 73%; 6th-73%

**Indicator:** Reading EOG Weighted Mean Proficient for Reading: Informational Text

**Milestone date:** 6/15/2014

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

**Strategy 1: Target Reading: Informational Text quarterly in grades 4-6 using benchmark assessments.**

**Action steps:**

- |  |    |
|--|----|
| 1. Administer quarterly benchmark assessments for Reading: Informational Text    | 5. |
| 2. Analyze assessment for data-driven decision-making for teaching and learning. | 6. |
| 3. Share assessment data with parents.   | 7. |
| 4. Keep minutes of PLC meetings to track progress.                               | 8. |



**Strategy 2: Provide Nonfiction Information Text materials for teachers to integrate and model in their instruction.**

**Action steps:**

- |   |   |
|---|---|
| 1. The county will purchase North Carolina eStudies Weekly for 4th grade.                               | 5. Create a folder on the server for teachers to share a variety of nonfiction teaching resources such as templates for student reading responses on informational text.<br>6. While teaching informational text, teachers will focus on text structure and text features to reinforce student knowledge in a variety of subject areas.<br>7. Administration will monitor use of informational and nonfiction text during classroom walkthroughs.<br>8. |
| 2. The school will purchase Scholastic News for 5th & 6th grade.  |   |
| 3. Teachers will use these sources of Informational Text to emphasize text structure and text features. |   |
| 4. Students in grades 4-6 will respond to nonfiction texts at least 2 times during each 9 weeks.        |   |



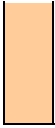
**Strategy 3: Provide parents with information on how to better assist students' understanding of Informational Text.**

**Action steps:**

- |   |    |
|---|----|
| 1. Have a training session with parents on how to utilize online resources for North Carolina eStudies Weekly and Scholastic News. <a href="#">The training session</a> | 5. |
|---|----|

<b>Strategy 3:</b>	2. Create links on classroom webpages for parents and students to easily access digital versions of North Carolina eStudies Weekly and Scholastic News. <a href="#">Training for teachers will be Dec. 10, 2015.</a>	6.
	3. Share with parents strategies on discussing text structure and text features when reading with their child on Jan 13, 2015. Pamphlet will be created to <a href="#">send home with parents who could not attend.</a>	7.
	4.	8.

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b> \$600
	<b>Funding source 2:</b>	School general funds	<b>Funding amount:</b> \$1,000
	<b>Funding source 3:</b>	School general funds	<b>Funding amount:</b> \$1,000
	<b>Funding source 4:</b>	Federal funds - Title I	<b>Funding amount:</b> \$1,000
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>
			<b>Total initiative funding:</b> \$3,600
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> School Improvement Team		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	NC Ready, a research-based assessment, will be used quarterly to monitor growth and proficiency in Reading: Informational Texts. Teachers will analyze these results during their grade level PLC and modify instruction based on their findings. Teachers will analyze the amount of time students spend using the printed and online version of North Carolina eStudies Weekly and Scholastic News resources to determine if progress is being made. Teachers will analyze student responses to Informational Text lessons and modify instruction based on their findings.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	Data from quarterly benchmark assessments will be analyzed for progression. At the end of each quarter all 4-6 students will be assessed using an assessment including Reading Informational Text standards for each grade level. Students who receive special accommodations will be provided those services during these testing sessions. Assessment results will be analyzed by classroom teachers and during grade level PLCs. Grade levels will brainstorm instructional strategies to be implemented the following nine weeks. Goal Summaries for the End of Grade Reading Test in 4th, 5th, and 6th will be analyzed for Informational Text proficiency at the end of the year. They will be used to determine how close the total weighted mean percent correct is to each grade level goal.		
	<b>What does data show regarding the results of the implemented strategies?</b>		



Act	Based upon identified results, should/how should strategies be changed?

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Behavior in and around the school area: Last year's 2012-2013 office referral data (including ISS and OSS days) indicated there were 230 referrals with 29 days of In School Suspension (ISS), and 41 days of Out of School Suspension (OSS).

**School Goal 2:** Decrease the number of days students spent in OSS and ISS by 5% by the end of the school year 2013-2014.

**Supports this district goal:** Healthy and Responsible 21st Century Students Goal 3.2 and 3.4

**Target:** 5% Reduction of days spent in OSS and ISS

**Indicator:** Office Referral Data

**Milestone date:** 6/15/2014

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Plan/Do</b>	<b>Strategy 1:</b>	<b>Strategy:</b> Implement Positive Behavioral Interventions and Supports (PBIS) in all areas of the school.			
		<b>Action steps:</b>			
		1. Post PBIS Matrix and Area Expectations throughout the school.		5. Discuss Character Trait of the month	
		2. Utilize Howl Outs and drawings for individuals		6. Character Education breakfasts	
		3. Utilize Timberwolves for classes and reward classes for 10 Timberwolves.		7. Bus Drivers choose a Student of the Week	
		4. Provide classroom instruction in positive behaviors and character education.		8. All Westwood staff and bus drivers will be trained in the PBIS expectations prior to winter break.	
	<b>Strategy 2:</b>	<b>Strategy:</b> Decrease the number of office referrals by 5%.			
		<b>Action steps:</b>			
			1. Acknowledge positive behavior and redirect inappropriate behavior.		5.
			2. Try 3 intervention strategies before referring to the office. <a href="#">Use new form when referring students.</a>		6.
			3. Provide Afterschool Detention		7.
		4. School Counselor conducts individual and small group sessions/instruction.		8.	
<b>Strategy 3:</b>	<b>Strategy:</b> Inform stakeholders of the Positive Behavioral Interventions and Supports initiative.				
	<b>Action steps:</b>				
		1. Send <a href="#">pamphlet</a> to all parents and students.		5.	
		2. Information about PBIS available at Parent Night		6.	
		3. Post PBIS Matrix on School Website		7.	
	4. Post Expectations throughout the school.		8.		

**Plan/Do**

**How will we fund these strategies?**

<b>Funding source 1:</b>	Federal funds for exceptional children	<b>Funding amount:</b>	\$1,500
<b>Funding source 2:</b>	Federal funds for exceptional children	<b>Funding amount:</b>	\$250
<b>Funding source 3:</b>	Local district funds	<b>Funding amount:</b>	\$4,100
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$5,850</b>

**Review frequency:** Semi-annually

**Assigned implementation team:** PBIS Team

**Check**

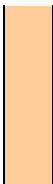
**What data will be used to determine whether the strategies were deployed with fidelity?**

Office Referral Data, Teacher Surveys, Howl Out Slips, Timberwolf rewards, Bus Student of the Week Reward

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Office referrals will be reviewed semi-annually.

**What does data show regarding the results of the implemented strategies?**



Based upon identified results, should/how should strategies be changed?

Act



## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Math Common Core Essential Standards: 3rd Grade - Measurement & Data (59.9%), 4th Grade - Numbers & Operations (55.4%), 5th Grade - Numbers & Operations (57.1%), 6th Grade - Expressions & Equations (60.2%)

**School Goal 3:** Increase total proficiency for assigned standard for each grade level by 5%

**Supports this district goal:** Globally Competitive 21st Century Students Goal 1.1, 1.2

**Target:** 3rd Grade - 65%, 4th Grade - 60%, 5th Grade - 62%, 6th Grade - 65%

**Indicator:** Math EOG Goal Summary Sheets

**Milestone date:** 6/15/2014

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

**Strategy:** Work in [Thursday grade level planning times](#) to find strategies to increase proficiency in the assigned standard.

**Strategy 1:** **Action steps:**

- |  |   |   |
|--|---|---|
| 1. Analyze Goal Summary Sheets                               | 5 | Keep a record of minutes of <a href="#">Thursday</a> meetings to track progress |
| 2. Analyze assessments                                       | 6 |   |
| 3. Make data-driven decisions for teaching and learning      | 7 |   |
| 4. Use formative assessments to plan for gaps in instruction | 8 |   |

**Strategy:** Use ClassScape Assessment that targets assigned standard for each grade level at the end of each 9 weeks.

**Strategy 2:** **Action steps:**

- |  |   |  |
|--|---|--|
| 1. <a href="#">Administer</a> assessments for the assigned standard. | 5 |  |
| 2. Share assessment data with parents                                | 6 |  |
| 3.   | 7 |  |
| 4.   | 8 |  |

**Strategy 3:** **Strategy:**

**Action steps:**

- |    |    |  |
|----|----|--|
| 1. | 5. |  |
| 2. | 6. |  |
| 3. | 7. |  |
| 4. | 8. |  |

Plan/Do

**How will we fund these strategies?**

**Funding source 1:** Select a funding source  
**Funding source 2:** Select a funding source  
**Funding source 3:** Select a funding source  
**Funding source 4:** Select a funding source  
**Funding source 5:** Select a funding source

**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Funding amount:**  
**Total initiative funding:**

**Review frequency:** Quarterly

**Assigned implementation team:** School Improvement Team

Check

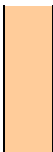
**What data will be used to determine whether the strategies were deployed with fidelity?**

[Assessments](#) will be used to monitor student growth and proficiency in the assigned goals for each grade. Student work samples and teacher developed SMART Response quizzes will be used to assess student progress.

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Progress will be determined by analyzing data from the administered [assessments](#) and the EOG Goal Summary sheets

**What does data show regarding the results of the implemented strategies?**



Based upon identified results, should/how should strategies be changed?

Act

## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**

Informational Reading Skills - Reading 3D: Kindergarten 64% below grade level; 1st grade 47% below grade level; 2nd grade 60% below grade level; 3rd grade 33% below grade level

**School Goal 4:** Increase the number of students reading proficiently with an emphasis on Informational Text

**Supports this district goal:** Globally Competitive 21st Century Students Goal 1.1, 1.2

**Target:** Increase the number of students that are proficient in Reading 3D using the Text and Reading comprehension measure by 10%.

**Indicator:** EOY Reading 3D data

**Milestone date:** 6/15/2014

### Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

**Strategy 1:** Collaboration between classroom teachers and the literacy coordinator

**Action steps:**

- |  |    |
|--|----|
| 1. Analyze benchmark data 3 times a year               | 5. |
| 2. Analyze progress monitoring data on a monthly basis | 6. |
| 3. Attend professional development driven by data      | 7. |
| 4  | 8. |

**Strategy 2:** Promote parent involvement through interactive literacy materials

**Action steps:**

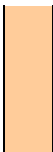
- |   |    |
|---|----|
| 1. Kindergarten through third grade students will have nightly reading requirements   | 5. |
| 2. Teachers will have literacy games available for check out  | 6. |
| 3. Kindergarten through third grade teachers will provide presentations for parents in how to work with their students in reading at home               | 7. |
| 4. Current data regarding child performance will be shared with parents through conferences, emails, newsletters, notes home, planners, and phone calls | 8. |

**Strategy 3:** Investigate strategic programs to address students with reading issues

**Action steps:**

- |  |  |
|--|--|
| 1. Move from 2 to 3 Corrective Reading groups in 3rd Grade     | 5. 2015 - Move Corrective Reading into 5th Grade |
| 2. Begin Reading Mastery groups in K-3                         | 6.   |
| 3. Attend trainings about the Hill Reading Achievement Program | 7.   |
| 4. 2014 - Move Corrective Reading into 4th grade               | 8.   |

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>		
	<b>Funding source 1:</b> Federal funds - Title I	<b>Funding amount:</b>	\$1,000
	<b>Funding source 2:</b> Federal funds - Title I	<b>Funding amount:</b>	\$1,500
	<b>Funding source 3:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 4:</b> Select a funding source	<b>Funding amount:</b>	
	<b>Funding source 5:</b> Select a funding source	<b>Funding amount:</b>	
		<b>Total initiative funding:</b>	<b>\$2,500</b>
	<b>Review frequency:</b> Quarterly		
	<b>Assigned implementation team:</b> School Improvement Team		
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>		
	The School Improvement Team will use beginning of year, middle of year and end of year benchmark assessment data through Reading 3D to track the progress of students. Teachers will use monthly and bi-monthly progress monitoring data to plan instruction to meet the needs of students. Work samples, journals, reading logs and informal observations will be used to monitor progress.		
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>		
	To increase our reading proficiency in each grade level by 10% the following will need to happen - Each grade level will need to move 3-4 students each from below proficient to proficient by the end of the year. Teachers need to understand that the goal of proficiency is a fluid measure that is constantly increasing as the school year progresses.		
	MOY data - 2/07/14 - Kindergarten 69% below grade level; had moved from 54% far below proficient to 10% far below proficient; 1st grade 47% below grade level; had moved from 38% far below proficient to 29% far below proficient; 2nd grade 53% below grade level; had moved from 41% far below proficient to 34% far below proficient; 3rd grade 29% below grade level; had moved from 23% far below proficient to 16% far below proficient		



Based upon identified results, should/how should strategies be changed?

Act

## Safe School Plan for Westwood Elementary School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Jennifer Robinson, Principal

### **Statement of Responsibility for the School District Superintendent**

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)



**Statement of Responsibility for the School Principal**

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

[Empty space for disciplinary consequences]

**Statement of the Roles of Other Administrators, Teachers, and Other School Personnel**

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal: Dustin Farmer

Teachers:

Teacher Assistants:

Other School Staff: School Resource Officer

**Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

[Empty space for at-risk student services]





Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

**Goal:** We will restructure the dismissal procedures for third through sixth grades to be consistent schoolwide  
**Target:** Efficient, safe, and orderly school dismissal  
**Indicator:** All students will be dismissed safely within 25 minutes of the final bell.  
**Milestone Date:** 10/1/2014

**Goal:**  
**Target:**  
**Indicator:**  
**Milestone Date:**

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

**Target:**  
**Indicator:**  
**Milestone Date:**

**Target:**  
**Indicator:**  
**Milestone Date:**

**Target:**  
**Indicator:**  
**Milestone Date:**

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Bullying Workshop	Planned				
PBIS Trainings	Planned				
Resource Officer Trainings	Planned				


Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.



**Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs**

**Program or Strategy Being Funded**

**Amount of Funding**

**Source of Funding**



## Title I School-wide Compliance Review and Plan

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 schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide 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.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X			
	<b>Strategy 2</b>	X				
	<b>Strategy 3</b>					

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

Teachers are continuing to design lessons and units that align with the Common Core State Standards and the North Carolina Essential Standards.

**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 schoolwide 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.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</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:

All teachers employed at Westwood are Highly Qualified.

**High-quality and ongoing professional development:** Teachers and other staff in schoolwide 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 schoolwide 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,



			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<b>Strategy 1</b>			X	X	X	
	<b>Strategy 2</b>	X					
	<b>Strategy 3</b>						
	<p>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:</p>						
<p>Assistants attended Letterland Training. By the end of this school year, ten teachers will be trained in Math Foundations. Three teachers have been trained in Corrective Reading with plans for more teachers to be trained in April.</p>							

**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 have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	3600	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</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:

We have a current, up-to-date website that details the advantages of working in our school.

**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 schoolwide 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.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X				
	<b>Strategy 2</b>	X		X	X	
	<b>Strategy 3</b>	X	X			

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

We communicate with parents through timely and up-to-date websites, newsletters, planners, notes home, phone calls and conferences. Parents are encouraged to volunteer in our classrooms throughout the school and to join our PTO. We are also making plans to provide trainings twice a year to our parents in the areas of nonfiction text and math strategies. Our annual open houses, grade level nights and family night are other avenues we use to communicate with and educate our parents.

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide 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 schoolwide programs capitalize on this strong start.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</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 the spring, we have a transition meeting for every pre-school child that will be entering Westwood the following fall. We also provide tours and lunch for the daycares and Pre-Kindergarten classes of students that will be enrolled in our school. We also use the Letterland phonics program in all of our daycares and K-2 classrooms which allows for a seamless transition from one setting to another.

**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 schoolwide 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.

		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X	
	<b>Strategy 2</b>					
	<b>Strategy 3</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:

Our third through sixth grade teachers have been trained in creating assessments using ClassScape. Our kindergarten through fifth grade teachers have been trained in Reading 3D Assessment. These tools will help teachers use assessment data to drive instruction.

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide 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 school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X		X	X	
	<b>Strategy 2</b>	X	X	X	X	
	<b>Strategy 3</b>	X				

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

Additional learning time is provided by our classroom teachers and literacy specialists throughout the day. At risk students are also given the opportunity for additional instruction and homework help, provided by a certified teacher, three afternoons a week after school.

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide 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, schoolwide 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 schoolwide program.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</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:

Our Title I funds are used in conjunction with our state and local monies to fund classroom positions which allows us to maintain a lower teacher to child ratio and better meet the needs of our students.

**School-based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2008-2010**

**LEA or Charter School Name/Number:**                      Select your school district/charter school

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
(Please duplicate this sheet as needed for additional waivers.)	

<p>_____</p> <p>Signature of Superintendent/Designee</p>	<p>_____</p> <p>Date</p>
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