

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		District Goal 1	District Goal 2			
	Strategy 1	Train staff through research-based, highly-qualified best practices in reading, writing, and math.				
	Strategy 2	Utilize support staff (literacy, ESL, EC, etc.) to push in/pull out small groups to help the neediest students.				
	Strategy 3	Begin interventions quickly for needy students through grade level teams, literacy and math support, etc.				

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:

We are addressing the needs of every student we serve in many different areas. First, certified staff participate in a bi-monthly, in-house professional development time that focuses on research based instruction, data collection and assessment analysis that target the direct needs of the students. Certified staff participate in grade level support groups (1x a month) and weekly grade level meetings (1x a week) that will help provide differential instruction according to needs and strengths. We push our support staff (literacy, English Language Learners, Exceptional Child, Speech) into the classrooms in order to focus on small group and one-on-one instruction which is led by whole group instruction through the writers' and readers' workshop. We also use our data collection to determine needs and begin interventions through our grade level teams that focus on a problem solving approach in order to determine targeted instructional plans for the students we serve. We are currently in the implementation year for RTI and are developing RTI groups and sending those group members to training.



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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:			District Goal 2			
	Strategy 1	Train our staff so that they are highly qualified with the best practices.				
	Strategy 2	Provide focused feedback through regular classroom walkthroughs from administrative team.				
	Strategy 3	Provide focused feedback from administration during formal and informal observations.				

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:

Certified staff will participate in over 25 hours of professional development that is research-based. County curriculum coordinators will provide training in areas of instructional methods, Common Core State Standards, SIOP training that address English Language Learners and other "best practices". Certified staff will participate in differential data groups that will provide instruction according to their needs and strengths. Grade-level meetings will occur 1x a week and provide teachers with instructional plans, designs, and experiences that grow them and their children. Administrative team will conduct regular classroom walk throughs in different subjects and will provide focused feedback about activities observed during the walk through. Administration will provide staff with focused feedback using formal and informal observations.

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, and parents.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

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	Strategy 1	Provide professional development that is research-based and current.					
	Strategy 2	Provide professional development in the areas of data collection and analysis.					
	Strategy 3						

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:

We provide over 25 hours of professional development in analyzing and collecting data, both formal and informal, regarding students and their performance. Curriculum coordinators in the content areas and English Language Learner contact person will provide support in the classroom through training in "best practices" and data support. We provide a conferring folder for each child to be used in collecting data in Writing and Reading. We provide a resources for teachers that support the conferring questioning methods. Grade level support meetings occur monthly to discuss students and benchmark goals. Parent notification occurs through parent conferences and parent alert letters.

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:				District Goal 2			
	Strategy 1	Provide in-house professional development that satisfies the necessary credits for certified teachers/staff members.					
	Strategy 2	Ability to meet with grade level teams and curriculum coordinators.					
	Strategy 3	Multiple levels of support.					

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:

One of the first benefits of working at our school is the in-house professional development that is led by our curriculum coordinators. Our certified staff receives over 30 hours of staff development throughout the duration of the year and receives math and reading credits based on the book studies and staff development occurring at our monthly staff meetings. Included in our professional development plan is a monthly professional development provided by the county ELL contact focused on instructional methods for English Language Learners. We also have a very structured grade level planning time (1x a week) supported by our curriculum coordinators, literacy/ math support staff, and grade level team, which offers many levels of support for experienced and novice teachers. Other levels of support range from our literacy team, to the EC/ESL teams that push-in/ pull out small groups to the classrooms to offer individualized and group instruction. Certified staff also participate in monthly data collection meetings, classroom management meetings and other focus areas such as Technology, LLI reading interventions and math workshops.



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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:							District Goal 5
	Strategy 1	Work with parent liaison for Union County to provide parenting programs.					
	Strategy 2	Provide multiple parent meetings that are designed to assist parents in helping their child be successful in school.					
	Strategy 3	Parents will serve on Site Base and PTO committees.					

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

Various forms of communication will be used to keep all parents informed (newsletter, ConnectEd, PTO meetings, phone calls, websites, notes, etc.). Various parent meetings, such as Parenting with a Purpose Nights, Parent Academy Nights, and Grade Level Curriculum Nights will be used to educate and train families. English classes will be offered to Spanish-speaking parents each semester and parents will have the opportunity to vote for their representatives to the Site-Based team and PTO board.



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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		District Goal 1				
	Strategy 1	Provide for parents of Pre-K a video to assist with transition into Kindergarten.				
	Strategy 2	Implemented a Pre-K classroom as part of our enrollment.				
	Strategy 3	Pre-K teachers and Kindergarten teachers conduct visitations to assist with the transition process.				

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

Our school has provided a Pre-K video to assist parents and students in knowing what the expectations are in Kindergarten, what to expect when they arrive, and help with the transitioning process. In the Spring, the Kindergarten classes conduct a Literacy Fair for Pre-K students and parents to help with the transitioning to Kindergarten and the registration process. Pre-K teachers and students conduct a visitation day where they go into kindergarten classrooms to see how the next year will look for them. Kindergarten teachers attend Pre-K roll-up meetings to assist with transitioning to Kindergarten.

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:			District Goal 2			
	Strategy 1	Provide professional development that is research-based.				
	Strategy 2	Provide professional resources and conferring folders for quantitative data collection and analysis.				
	Strategy 3	Provide professional development in ClassScapes program and conducting conferences for conferring notes.				

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:

First, provide hours of professional development in analyzing and collecting data, both formal and informal, regarding students and their performance. We will require every teacher to collect data in the areas of reading, writing, and math. Individual student folders have been provided to conduct regular conferences and to maintain conferring notes in Reading and Writing. Teachers will be provided training in ClassScapes and utilize this data to drive instruction. Teachers will collect regular running records on students, and utilize resources such as the Continuum of Literacy to assist with their student conferencing. Teachers will gather data through both formative and informal assessments such as the benchmark testing in Reading and Math and use this data to drive instruction. Grade level support meetings will occur monthly to discuss students and benchmark goals.

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		District Goal 1				
	Strategy 1	Interventions will occur as soon as a need is observed or stated.				
	Strategy 2	Teachers will work collaboratively to assess, diagnose, and remediate students.				
	Strategy 3	Intersession and tutoring will be provided to assist with remediation of struggling students.				

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

First, small group and 1:1 instruction will be used to provide immediate interventions. Teachers will receive professional development in implementing effective and focused small group and 1:1 instruction. Support staff will be scheduled to enter the classroom so that small group instruction and 1:1 help can occur to provide assistance in the areas of Math and Reading. Classroom teachers will provide plans to support staff and CSPAM teachers so that instruction can be designed to best fit students' needs and strengths and vocabulary can be taught across the curriculum. Students will be placed in classrooms with an average ratio of 1:15. Intersession and tutoring will be provided to assist with remediation of struggling students.

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.

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:						District Goal 5
	Strategy 1	All dollars will be used to provide small class size and support staff in classrooms.				
	Strategy 2	Special Ed./ESL will be utilized (as much as possible) as a push-in model to keep needy students in the classroom.				
	Strategy 3	Dollars will remain flexible so site-base team can use them in ways that are reseach-supported to best help students.				

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:

First, the site-base team uses the different amounts of money to purchase materials and personnel based on the priorities of the school. They will develop a comprehensive plan that is used to determine the funding purposes, the personnel necessary, the master schedule, the support staff, and the instructional plan. English Language Learners support staff and Exceptional Child support staff will work to meet the needs of the students using a "push-in" model so that students do not waste instructional time transitioning. Funds will always be used to maintain our top priority of having a smaller classroom size (1:15 teacher to student ratio).

Walter Bickett Elementary Title 1 Needs Assessment 2011-2012

Schoolwide Project Schools

The LEA must provide a summary of the 10 schoolwide components being implemented in participating schools. All activities in schoolwide

1. Comprehensive Needs Assessment

- **Data Collection:** Describe the multiple indicators utilized to conduct the comprehensive needs assessment.

Demographics of School and Community

640 Students school wide
92 percent Free or Reduced Meals
40 percent African American
50 percent Hispanic
7.5 percent Caucasian
2.5 percent Other

Stakeholder Perceptions

Our stakeholders see Walter Bickett Elementary School as a safe environment with high expectations, a growing parent involvement

According to our 2010-2011 Survey data, 92% of our parents, students and teachers feel that WBES is a safe environment. 96% of our

Student Outcomes

During the 2010-2011 school year, Walter Bickett Elementary School was recognized as a School of Progress increasing our ABC

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Implementation of strategic professional development plans, block scheduling, Data driven decision making, process for selecting

- **Processes and Procedures:** Describe the process for data collection and analysis with participation and sharing with
- **Summary of Needs:** Summarize the needs as identified and prioritized in the data analysis

Student Achievement

- Provide a variety of student materials for instructional variance, differentiation and meeting individual student needs.
- Academic support of students in Math and Reading by certified personnel as well as teacher assistants' roles as
- Provide math and reading manipulatives to assist students.
- Focus upon the direct instruction of basic skills for identified students with the Leveled Literacy Intervention Program..

Instructional Programs

- Enhanced focus upon comprehensive literacy instruction in Reader's Workshop and integrating literacy across the

- E.L.L. materials and support staff
- Technology to support and expand the learning environment
- Instructional Tutors for identified students in Math and Reading
- Use of Technology resources to support Math program such as First in Math, Think Central and ClassScapes to increase

School Organization

- Use of the site-based committee at WBES to involve all stakeholders.
- Implementation of Cluster LEP classes to enhance collaboration and support with the ESL and Regular Ed teacher in
- Plus/delta surveys during the year.
- Planning opportunities for all teachers (during the day as well as after school with daily 40 minute planning periods).
- Block scheduling to align grade levels and curriculum support.

Parental Involvement

- Continue parent involvement in activities and events.
- Good News Cards sent home to students from teachers.
- Kindergarten transition meetings and events to involve Pre-K parents.
- Literacy Council for tutoring parents in reading.
- Connected by Diversity Fair that connects families in the community.
- Use of technology to keep parents informed of all school-related activities (Electronic Marquee, School Website,
- Use of learning targets in the form of “I can” statements.

Professional Development

- Continue staff development Helen Giles in working with ELL students.
- Staff development events in Reading, Math and Technology.
- Providing on-site Staff development relevant to grade levels, as well utilizing UCPS curriculum specialist and staff
- Participation by many teachers, curriculum staff and administration in the Summer Reading Institute.
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- Walter Bickett Participation in the TAP Math Program with Lead Teacher and Curriculum Specialist.

2. School Reform Strategies

- Concentration on successful implementation of Readers and Writer’s workshop across the grade levels.
- More consistent data collection that will narrow the focus and drive instruction to meet the needs of our students.
- Providing support to teachers as we transition into the Common Core and Essential Standards.
- Sheltered Instruction Observation Protocol (S.I.O.P) to meet the needs of our L.E.P. students.

3. Instruction by Highly Qualified Staff

- 100 percent of all teachers and assistant at WBES are considered highly qualified. More teacher assistants actively involved in reading

4. High Quality and Ongoing Professional Development

- K-5 has implemented and reinforced staff development in the Reading and Writing Workshop model and classroom visits/model lessons.
- K-5 ELL training and classroom visits/model lessons
- UCPS Staff Development
- Weekly on-site staff development sessions
- Staff Development using Modules developed by NC DPI

5. Strategies to Attract High Quality Teachers to High Needs Schools

(Only complete if you are doing something other than the county initiatives)

- All strategies are being implemented in accordance with Union County Public Schools.

6. Including Teachers in Decisions Regarding the Use of Assessments

- Teachers work at grade levels to develop formative and summative assessments.
- Teachers provide input regarding district benchmarks
- Teachers make instructional decisions based on assessments
- Grade levels determine dates for school assessments, such as benchmarks, unit tests, etc.

7. Strategies to Increase Parental Involvement

Strategies designed to involve parents at WBES include:

- Sustaining a parenting section in the Media Center at school.
- Providing parenting events on a consistent basis.
- Enhancing the PTO framework for improved family support.
- Communication folders and agendas purchased to increase two-way communication.
- Parenting newsletters sent home on a regular basis.
- Increased usage of the Connect-Ed system.
- Provide take-home reading kits and Math games to connect school/learning objectives.
- Parent Academies
- Include more dinners/ food. Provide childcare.
- Spanish translations provided (PTO events, Connect-Ed messages, written communication, etc.).

8. Activities for Children Experiencing Difficulty

Activities to assist children include: .

- Tutoring programs with support personnel during the school day.
- ESL and EC programs for students who qualify.
- Periodic testing (ClassScapes) that tracks individual growth of all students.
- Increased purchasing of individually-leveled texts for all classroom libraries.
- Increase of technology and integration of 21st century activities in the classroom.
- Implement RTI.
- Provide reading intervention using Leveled Literacy Instruction
- Provide math interventions using First In Math and math game resources.

9. Coordination and Integration of Federal, State, and Local Services

- Walter Bickett Elementary works closely with the Director of Federal Programs in order to align federal, state, and local services within the total school environment. All guidelines related to federal, state, and county mandates are communicated through this office, as well as other personnel within UCPS.

10. Resources and programs: Briefly summarize the Title I and other resources used in participating schools.

Title I resources include:

- Grade level support personnel
- Variety of literacy materials/books
- Math manipulatives
- Reading manipulatives
- Technology support through software and hardware
- Take-home resources for parents
- Level Literacy Intervention/Instruction
- Response to Intervention
- Staff development/conferences
- ELL materials, manipulatives, and related training.
- Communication for parents
- Funding for Parent Nights
- Addition of Second Leveled Book room

How assessment results are reported to parents. Explain how assessment results will be reported to parents.

Communication is reported to parents through official school and district letters, newsletters, WB website, parent meetings, PTO meetings and events, Grade Level Curriculum Nights, newspapers/media, Connect-Ed, weekly student progress folders, report card, NC State Report Cards, parenting classes, and state publications.

Summer Leadership Retreat
Union County Public Schools

Person Completing the Form: _____ Cluster: **Monroe**

Reflection/Action Plan

Statement of Objectives/Goals: **Goal:** To reflect upon and create action steps in the areas of Graduation, Innovation and Globalization within our cluster.

Objective 1: Continue to focus our efforts on Graduation

What needs to be done?	Implementation		Evaluation	
	By whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?
<ul style="list-style-type: none"> • Vertical Alignment between Elementary Middle and High. • Teacher Training one area is building the relationship • Find out who are the dropouts 	<ul style="list-style-type: none"> • All cluster principal-ongoing • In and out service-ongoing • Counselors 	<ul style="list-style-type: none"> • Human and Fiscal Resources • Human resources • Human Resources 	<ul style="list-style-type: none"> • Improved Graduation Rate 	<ul style="list-style-type: none"> • Close of School Year

Objective 2: Continue to focus our efforts in Innovation

Implementation			Evaluation	
What needs to be done?	By whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?
<ul style="list-style-type: none"> Have a balance of social networking and hanging out Teaching cell phone and internet etiquette. 	<ul style="list-style-type: none"> Administrators and Staff 	<ul style="list-style-type: none"> Human and Fiscal Resources 	<ul style="list-style-type: none"> More Technology being implemented in the classroom setting 	<ul style="list-style-type: none"> End of the school year through surveys and observations.

Objective 3: Continue to focus our efforts in Innovation

Implementation			Evaluation	
What needs to be done?	By whom and when?	What resources?	What evidence indicates progress?	How and when will evidence be gathered?
<ul style="list-style-type: none"> Embedding Globalization and Global issues into the curriculum 	<ul style="list-style-type: none"> All Staff 	<ul style="list-style-type: none"> In Service 	<ul style="list-style-type: none"> Teacher Evaluation 	<ul style="list-style-type: none"> End of school year through summative.