

# **Westarea Elementary School 2016- 2018 SIP**

Westarea Elementary School  
Cumberland County School System

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## **Overview**

### **Plan Name**

Westarea Elementary School 2016-2018 SIP

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016-2018 Goal 2: Every student has a personalized education. (organizational)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	2016-2018 Goal 2: Every student has a personalized education. (academic)	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$30000
3	2016-2018 Goal 4: Every student is healthy, safe, and responsible (organizational)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: 2016-2018 Goal 2: Every student has a personalized education. (organizational)

### Measurable Objective 1:

collaborate to expand our knowledge base by implementing the use of digital tools (goggle platforms and web tools) by 06/09/2017 as measured by the integration of technology in all areas of the curriculum.

### Strategy 1:

Professional Development - Staff members will attend on-going technology professional development sessions monitored by reviewing digital artifacts and completion of CEU credit.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend on-going technology professional development sessions	Technology, Academic Support Program, Professional Learning, Direct Instruction, Career Preparation/Orientation	09/19/2016	06/09/2017	\$0	No Funding Required	Technology Facilitator, Administration, and Instructional Coaches (IC)

## Goal 2: 2016-2018 Goal 2: Every student has a personalized education. (academic)

### Measurable Objective 1:

80% of First and Third grade students will increase student growth on grade level appropriate standards in English Language Arts by 06/09/2017 as measured by the Reading 3D, BURST, RTA pathway for proficiency and/or EOG.

### Strategy 1:

Mustangs on the Move - Teacher will incorporate Reading 3D, I-Ready, and school net. These programs will serve as data driven resources to promote student growth

Activity - Mustang on the Move	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will receive differentiated instruction in reading through small group and remediation.</p> <p>The students will take various electronic and classroom assessments to monitor their strengths and weaknesses in reading.</p> <p>Students will use a Reading Incentive Program to promote growth and proficiency</p>	<p>Academic Support Program, Tutoring, Direct Instruction</p>	<p>08/29/2016</p>	<p>06/09/2017</p>	<p>\$30000</p>	<p>Other, Title I Schoolwide</p>	<p>Administrative staff, instructional coach, computer lab, remediation staff, classroom teachers, and reading teachers</p>
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**Goal 3: 2016-2018 Goal 4: Every student is healthy, safe, and responsible (organizational)**

**Measurable Objective 1:**

collaborate to increase parents/guardians support to teachers by contributing to student academic and behavioral success by 06/09/2017 as measured by discipline and referrals data, parental and volunteer sign in logs.

**Strategy 1:**

Parental Involvement - Faculty and staff will include parent/guardian in school interventions contributing to student academic and behavioral success.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Distribution of Mustang Incentives – Faculty and staff members will develop a school-wide incentive plan to recognize students and staff who enforce the PBIS Matrix Parental attendance at more school academic and social forums, programs and events.</p>	<p>Academic Support Program, Behavioral Support Program, Other, Parent Involvement</p>	<p>08/25/2016</p>	<p>06/09/2017</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Administrative staff, Faculty and Staff Members, PBIS Team, and Parent and Student Volunteers</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mustang on the Move	<p>Students will receive differentiated instruction in reading through small group and remediation.</p> <p>The students will take various electronic and classroom assessments to monitor their strengths and weaknesses in reading.</p> <p>Students will use a Reading Incentive Program to promote growth and proficiency</p>	Academic Support Program, Tutoring, Direct Instruction	08/29/2016	06/09/2017	\$10000	Administrative staff, instructional coach, computer lab, remediation staff, classroom teachers, and reading teachers
<b>Total</b>					\$10000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff members will attend on-going technology professional development sessions	Technology, Academic Support Program, Professional Learning, Direct Instruction, Career Preparation/Orientation	09/19/2016	06/09/2017	\$0	Technology Facilitator, Administration, and Instructional Coaches (IC)
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Mustang on the Move	<p>Students will receive differentiated instruction in reading through small group and remediation.</p> <p>The students will take various electronic and classroom assessments to monitor their strengths and weaknesses in reading.</p> <p>Students will use a Reading Incentive Program to promote growth and proficiency</p>	Academic Support Program, Tutoring, Direct Instruction	08/29/2016	06/09/2017	\$20000	Administrative staff, instructional coach, computer lab, remediation staff, classroom teachers, and reading teachers
PBIS	Distribution of Mustang Incentives – Faculty and staff members will develop a school-wide incentive plan to recognize students and staff who enforce the PBIS Matrix Parental attendance at more school academic and social forums, programs and events.	Academic Support Program, Behavioral Support Program, Other, Parent Involvement	08/25/2016	06/09/2017	\$0	Administrative staff, Faculty and Staff Members, PBIS Team, and Parent and Student Volunteers
<b>Total</b>					<b>\$20000</b>	



<b>LEA or Charter Name/Number:</b>	Cumberland County Schools - 260		
<b>School Name:</b>	Westarea Elementary		
<b>School Number:</b>	452		
<b>Plan Year(s):</b>	2016-2018		
Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.			
<b># For</b>	70		
<b># Against</b>	0		
<b>Percentage For</b>	100%		
<b>Date approved by Vote:</b>	8/22/2016		

### 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."*

<b>Committee Position*</b>	<b>Name</b>	<b>Year elected</b>
Chairperson, Social Worker	Howard Lattimore	2016
Co-Chairperson, 3rd representative	Melissa Ohls	2015
Seceretary, EC Representative	Jacqueline Santana	2015
Parliamentary, Pre-K Representative	Tiffani Coley	2015
Principal Representative	Zakiyyah Backman	2012
Assistant Principal Representative	Arvita Callejas	2006
Kindergarten Representative	Mercedes Kerney	2016
1st Representative	Tai Stamp	2016
2nd Representative, TOY Representative	LaShawn Lewis	2016
4th Representative	Marietta Aguiguin	2015
5th Representative	Robin Mitchell	2015
IA Representative	Jacqueline Carmichael	2016
Parent Representative	Taneshia Sharp	2015
Parent Representative	Carolyn Lattimore	2016
Resource Representative	Christopher Denton	2016
Parent Faciliator Representaive	Cassandra Ambrose	2015

IC Representative	Nerrissia Kemp-Murray	2013
Remdiation Representative	Sylvia Caldwell	2016
Custodian Representative	Denise Holman	2014
Office Personnel Representative	Annette Owens	2016
Cafeteria Representative	Angela Russel	2015

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

# Remediation Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School: Westarea Elementary

Year: 2016-2018

## Description of the Plan

Describe the data utilized in the development of the plan (Reading 3D, EOG, EOC, ACT, AP, SAT, EVAAS). Identify target areas for improvement. (i.e. 40% of first grade students were non-proficient on TRC, 5th grade ELA showed a drop of 10 points, EVAAS shows 43 students projected to achieve at a level 2 in Math I)

We have strategically focused on our K-2 grade students in the area reading. In Kindergarten 43% of our students were proficient by EOY for the 2015 – 2016 school year. In 1st Grade, only 12% of our students were proficient by EOY for the 2015 - 2016 school year. In 2nd Grade 44% of our students were proficient by EOY for the 2015 – 2016 school year. Overall, the students had the most challenges with the questioning and writing portions of TRC therefore we have implemented specific Remediation blocks the support their areas of deficit.

In reading, about 40% of our third grade students are non-proficient based on the EOG reading. Our fourth graders have in the area of Math, our fourth grade students tend to have more deficits than our third and fifth student's does. In the area of Science, our fifth grade females tend to do better than our fifth grade males.

We will strategically focus on our third grade students in the area reading while focusing on our fourth grade students in the area of Math.

The purpose of this plan is to provide supplemental instruction to at-risk students in order to ensure mastery objectives and specific learning goals. This goal will be achieved through our ongoing Remediation Program, in which we will offer one-on-one tutoring, small group tutoring, instructional technology support, curriculum support, and hands-on learning experiences. In addition, our remediation program will provide intensive review sessions for grade level specific skills and key assessments during the school year. All K-5 students will receive remediation/acceleration services on a daily basis. However, a Remediation Team will target key students in grades K-5 based upon the data from the previous NC End-of grade tests, K-3 Reading 3D assessments and 3rd grade Pre-Assessment.

Every K-5 classroom teacher has a block of remediation time embedded into her schedule to provide daily remediation. Our Remediation Team consists of part-time certified staff members who work four days a week. CCS School Improvement Coordinator will provide on-going support as needed. Determination of academic needs will be provided by use of Dibbles Next, Reading 3-D,I Ready (Reading and

Math), BURST, previous Assessment Data, as well as reports and data from EVAAS (At-Risk and Projection Reports).

Although we have been able to continue to increase our overall student growth index Westarea's focus is to increase our student's proficiency scores in reading, math and science.

We will combine resources from our Remediation funds and Title I funds to ensure the implementation of these programs. Funds will be used to purchase research-based intervention materials, and to pay remediation staff members who work to support our children.

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<p>Delivery:</p>	<p>All K-5 students receive remediation and acceleration opportunities within the classroom each day at the grade level designated time. Along with our daily school-wide remediation, students in grades 3-5, based on their EOG data and other assessment data collected, will participate in our Remediation Program. These students will participate in tutoring sessions based on their areas of weakness. (Push-in will also be provided by 3-5 tutors)</p> <p>Our program will begin the second week of school and last for the duration of the school year (September through June).</p> <p>The teachers and remediation team will use a variety of strategies in the areas of Math, Reading, and Science. Some of our strategies and resources include: BURST, Reading 3 D, I Ready (Reading &amp; Math) Websites, Manipulative Kits, Learning Stations, Technology, hands-on labs, etc. Also, during the day, additional help is provided for identified 1st grade students by our first grade Reading tutor who will conduct a daily push in-pull out support.</p> <p>Delivery of Service:  <input checked="" type="checkbox"/> During School</p> <p>Dates for Remediation Program  September 2016 through June 2017</p> <p>Personnel:  List the number of teachers, and tutors  <input type="checkbox"/> All Teachers (Licensed)  <input type="checkbox"/> All Instructional Assistants  <input type="checkbox"/> 3-5 Certified Remediation Tutors</p>
<p>Students Served:</p>	<p>All grade levels will receive remediation/ acceleration services. We will use a variety of assessment data as criteria to determine the level of remediation or acceleration services a student receives. Our assessment data tools will include Reading 3D, K-2 Math Assessments, EOG data, SMA data and I Ready Assessments. Teacher recommendations will also be considered for the level of services rendered.</p>

# Budget Amount

## AMOUNT

Total Allocation:

\$35,633.00

# Budget Breakdown

## AMOUNT

Personnel:

1 50% Certified Hourly Tutor @ \$25.00 for 391 hours	\$10,522.79
1 50% Certified Remediation Teacher	\$25,108.10



Instructional resources which provide direct support to students	Paper, Journals, Notebook Paper, Pencils, Erasers, Highlighters and etc.	\$774.00

Miscellaneous	Snacks~ provided through Child Nutrition	\$0.00
		<b>AMOUNT</b>
Transportation:	N/A	
<b>Grand Total:</b>		<b>\$36,404.89</b>

Describe your quarterly plan for monitoring & evaluating both teacher and student success within your remediation plan

We will use a variety of monitoring and evaluating tools such as PEPs, Mytrak, student activity logs, SMA and other informal assessment data, RTA Scores, Progress Reports, School Net Scores, Teacher Observations, Portfolios, EVAAS Data and EOG Scores.



Y  
N

# Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT the Enter key.)

School: Westarea Elementary

Year: 2016-2018

## Description of the Plan

Purpose: The purpose of this plan is to provide a detailed description development expenditures.

## Budget Amount

Total Allocation:

## Budget Breakdown

Briefly describe the title of and purpose for the staff development:

### Staff Development 1

**Data Professional Development: The purpose of this st the increase the teacher's ability to use data at the end improve remediation, targeted teaching as well as diffe development will be held during regular scheduled ho three days (2 grade levels per day).**

## Description

Personnel:

5 substitutes total: (2) @ \$91 per day ;(3) substitutes (2) @ \$70 per day ; 1 substitute @ \$40 per half day x 3 days

Training materials:

materials and supplies

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Total for staff development 1:  
This cell will automatically total for you

**Budget Breakdown**

**Briefly describe the title of and purpose for the staff development:**

**Staff Development 2**

**Data Professional Development: The purpose of this st the increase the teacher's ability to use data at the end to improve remediation, targeted teaching as well as di development will be held during regular scheduled hou three days (2 grade levels per day)**

**Description**

Personnel:

Training materials:

Registration/Fees:

**Travel:**

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Total for staff development 2:  
This cell will automatically total for you

located on the next  
key then press



of staff



**AMOUNT**

\$1,564.00

Staff development is  
of nine weeks to  
orientation. The  
costs and will cover

**AMOUNT**

\$1,296.00
\$268.00

### Staff Development 3

Personnel:

Training materials:

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

\$1,564.00

Staff development is of second weeks differentiation. The staff will cover

### Staff Development 4

#### AMOUNT

\$0.00

Personnel:

Training materials:

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Grand Total: \$1,564.00

This cell will automatically total for you



Total for staff development 3: This cell will automatically total for you	\$0.00
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**Briefly describe the title of and purpose for the staff development:**

**Description**

**AMOUNT**


Total for staff development 4: This cell will automatically total for you	\$0.00
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## District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	N
Duty free planning time	<b>Please describe approximately how much planning time your teachers have during a week: 45 minutes X 3 a week + 90 minutes x 1 day = 225 minutes weekly</b>	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	Y
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	Model



<p>Parental Involvement</p>	<p>Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): Westarea Elementary provides quarterly Open house Parent Forums and Title I Parent Meetings to ensure our parents are knowledgeable about the schools expectations and parents/students responsibilities for our schools academic achievement and learning. An Annual Family, Partner &amp; Community Day is held at the beginning of the year to address our parental involvement, recognize our community stakeholders and to build a collaborative and cohesive rapport for all. Through our parent forums and meetings we inform parents of district and school wide policies and procedures. We constantly encourage our parents to communicate and provide us with input through various forms (surveys, suggestion box, newsletter, and parent link) to determine areas of continuous improvement. The implementation of parent training has been very instrumental in ensuring that our parents are aware of parenting skills that will prepare their child for school and support ongoing achievement. In addition, we host such activities as Grandparents Day, Pastries for Parents, and Muffins for Moms, Veteran Day, Career Day, and Reading Across America activities, Curriculum Nights, Literacy, Math Nights, Science Nights and EOG Nights provide information regarding curriculum based instruction to increase parents/guardian knowledge, awareness and positive communication. Therefore, we strive to educate the whole child and ensure high growth for every student.</p>
<p>Safe and Orderly schools</p>	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>

Review of the SIP plan and notification of changes	As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.
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