U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Heather Wilson Pagan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name West Elementary School
(As it should appear in the official records)

School Mailing Address 500 West Mountain Street
(If address is P.O. Box, also include street address.)

City Kings Mountain State NC Zip Code+4 (9 digits total) 28086-3320

County Cleveland County State School Code Number* 230380

Telephone 704-476-8345 Fax 704-734-5618

Web site/URL http://www.clevelandcountyschools.org/schools/west/ E-mail hwpagan@clevelandcountyschools.org

Twitter Handle _____ Facebook Page www.facebook.com/westelementaryschool Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Bruce Boyles E-mail: bboyles@clevelandcountyschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleveland County Schools Tel. 704-476-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Jack Hamrick, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   18 Elementary schools (includes K-8)
   4 Middle/Junior high schools
   6 High schools
   1 K-12 schools

   29 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 3 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	8	16
K	30	30	60
1	34	26	60
2	35	25	60
3	37	35	72
4	28	31	59
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	172	155	327

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
17 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
71 % White
6 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	36
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	327
(5) Total transferred students in row (3) divided by total students in row (4)	0.159
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 3 %
11 Total number ELL

Number of non-English languages represented: 2
Specify non-English languages: Mandarin Chinese and Spanish

8. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 177

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 13 %
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
0 Emotional Disturbance	15 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	5 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

VISION: West Elementary School will be one of the top elementary schools in the county and state.

MISSION: West Elementary staff will challenge students to become lifelong learners, in a globally competitive environment, by providing each child with an enriching academic and social experience.

With this vision in mind, West Elementary staff has collectively bought into Sam Parker's concept of putting forth that one extra degree of effort in order to achieve exponential results. We have a school-wide theme, 212°, The Extra Degree. The premise behind our theme is: At 211°, water is hot. At 212°, it boils. With boiling water comes steam and steam can power a locomotive. This theme reminds each of us to take the extra step in our efforts to improve the academic and social lives of our students.

As adults in the building model and share this philosophy, our children are brought aboard. We are constantly aware that before students can move ahead academically, physical and emotional needs must be met as well. Therefore, we value and rely on that "one extra degree" of commitment from each other – from the office to the classroom to the cafeteria. Our school embodies this vision and mission statement by seeing the big picture and realizing that all of our parts are necessary, of equal importance, and interdependent. None of us can get anywhere alone, but together we are moving full sTEAM ahead and leaving no student behind.

West Elementary School, home of the Wildcats, is located in the City of Kings Mountain, and positioned in Cleveland County. Our school of 327 students is rich in diversity with approximately 71% Caucasian, 17% African American, 5% Hispanic, 6% Multiracial and 1% Asian. Our overall population consists of 13% students with disabilities, 3% are students identified Academically Gifted and 3% are served as Limited English Proficient, and 2% of our students are identified under Section 504. We challenge students to grow by differentiating instruction and offering opportunities for all students. One hundred and seventy-seven of our students receive free or reduced lunch and are identified as economically disadvantaged. We serve students in pre-kindergarten through fourth grade. We have 17 classroom teachers, one part time art teacher, one full time media specialist, one part time music teacher, one full time physical education teacher, one exceptional children's teacher, one part time speech/language pathologist, one part time ESL teacher, one part time AIG teacher, one Title 1 teacher, one curriculum/technology coordinator, one full time guidance counselor, one part time nurse, nine regular classroom teaching assistants, two Title I teaching assistants, one pre-kindergarten teaching assistant, one financial secretary, one Data Manager, two full time custodians, four cafeteria staff, and one principal.

West staff is dedicated to providing rich experiences for all students through enrichment opportunities such as: Battle of the Books, Chorus, Running Club, Ultimate Frisbee, and Good News Club.

Effective parent-teacher communication is vital to our school's success. Parents are also informed on our school website, through monthly school newsletters, and teacher web pages. Social media, especially Facebook, is also utilized to keep parents abreast of school activities and pertinent information. We utilize the School Messenger system that is an automated phone call to keep all families aware of upcoming events. PTO newsletters also go home quarterly to keep families informed of additional ways to volunteer and serve the school. We have worked to embrace the change of an ever-increasing free and reduced lunch population. Over the past five years, our free and reduced lunch population has increased from thirty-seven to fifty-four percent. The Framework of Poverty materials are utilized to promote faculty understanding, build rapport with families, and assist with meeting student need.

Our master schedule provides the appropriate time to collaborate as Professional Learning Teams at all grade levels. Our school's purpose continues to be to grow teacher and student leaders while providing a rigorous academic program and safety for all.

To reach our educational goals our teachers are provided 30-45 minutes per day to plan engaging lessons

aligned with Common Core and Essential Standards. To meet the needs of our student population, each grade level has an intervention block in the morning and scheduled throughout the school day. The intervention blocks are specifically designed to cover core instruction in a differentiated manner. What I Need (WIN) time for mathematic and behavior interventions is approximately 20 minutes a day and Wildcat Power Hour (WPH) is approximately 60 minutes a day to develop literacy skills through guided reading. During Wildcat Power Hour students go to Speech, Title 1, AIG, or EC, and small groups remain in the classroom to work on leveled instruction. Our special area classes consist of music, art, media, physical education, and monthly guidance lessons.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. During the final three weeks of school, all third and fourth graders were administered the North Carolina End of Grade tests in both reading and math. The North Carolina Department of Public Instruction staff designs and creates the assessments to measure mastery of grade level standards. The North Carolina Course of Study encompasses both Common Core and Essential Standards.

Our state has been in flux as we transition to the Common Core and Essential Standards curricula. This has impacted overall performance composite scores because not only has the test changed completely but also the students are held to a much higher standard to demonstrate proficiency. The state wants to ensure that students demonstrating proficiency on end of year assessments are on the path for college and career ready.

Both reading and math summative assessments consist of multiple-choice questions. The selections included in the reading assessment are comprised of several genres of literary and informational reading passages. Each question provides the student with four answer choices with two being easily eliminated and two that require more in depth investigation to answer. The math tests were administered on two separate days to measure knowledge both with and without a calculator.

Raw scores are assigned to students based on the number of questions answered correctly. These raw scores are then converted to scale scores. The student's scale score determines proficiency on the NC End of Grade Reading and Mathematic assessments. Each grade level divides scale scores into four Achievement Levels. Mastery of the grade level goals and objectives of the NC Standard Course of Study is considered obtained when a student scores at an Achievement Level III. Students who score at Achievement level IV are considered to be performing above the grade level expectations.

B. Summative data show that students at West Elementary consistently score at or above proficiency levels on NC End of Grade tests. Performance trends only exist from the years 2009 through 2012 due to similar standards, tests and scoring. The transition to Common Core and Essential Standards brought about a new method of testing which directly affected student performance causing scores to decline during this first year of administration. Therefore, testing during the 2012-2013 school year negates the most recent test scores when comparing the last five years of test data. However, for West Elementary this change had a positive outcome with an overall performance composite of 64% proficient. This score was the highest for elementary schools in Cleveland County and was 19 percentage points higher than the state average.

The overall performance by our students at each grade level coincides with our total school performance. Reading assessment data in student cohort groups show positive growth and a continued positive pattern of learning. Math assessment cohort data demonstrate consistent proficient performance.

Our economically disadvantaged student subgroup is comprised of students who are identified as receiving free or reduced priced meals at school. This subgroup has continued to increase exponentially throughout the past five years from thirty-seven to fifty-four percent. Last year's data showed a variance of ten or more percentage points for this subgroup as compared to the overall population of the school. To address this concern, the Title I lead teacher and Tier III Interventionist worked closely together to determine the intervention that will best meet the child's needs and offer services through homogeneous small groups. Students identified as showing a lack of performance on summative assessments are served through our Title I program. The groups work on the five domains of reading: phonics, phonemic awareness, fluency, comprehension and vocabulary.

2. Using Assessment Results:

A. At West Elementary School, we have followed the Response to Instruction Model for four consecutive years. With this model, benchmarking data is gathered three times per year to determine a child's ability to apply foundational literacy and math skills. We utilize DIBELS (Dynamic Indicator of Beginning Early

Skills Assessment) to assess foundational reading skills based on grade level progression and CBMs (Curriculum Based Measures) to measure basic understanding of number sense. This data is gathered to help design the individual student's road map for success. Summative data should be reflective of the child's continued progress throughout the school year.

Benchmarking data for students who are identified as strategic and intensive are progress monitored at certain intervals throughout the school year. This data is discussed and documented weekly during grade level team meetings. Strategies for meeting student needs and intervention changes are also discussed as part of this process.

Formative and summative data provide a springboard for program planning. We utilize goal summaries and standard assessments to develop high-quality lessons that are engaging and rigorous for students. These lessons are assessed frequently with the goal of reteaching, reviewing and reassessing as the skills are presented and taught. We firmly believe that data show how to develop a road map for mastering grade level concepts.

Year-end state summative data is shared and reviewed through grade level team meetings and with the School Improvement Team members to determine areas of strength and improvement. This data is utilized to develop our School Improvement Plan for the upcoming school year. Teacher data in conjunction with student data provide an analysis of what students know, what strategies are most effective, and what skills we need to continue to fine-tune.

B. West Elementary serves a population of students in a small, rural area. This lends itself to positive relationships with our parents and the community. Parents are informed with weekly folders, updated websites, access to Accelerated Reader online, Tier Plan information, quarterly report cards, PTO meetings, and bi-annual parent conference meetings. Student summary reports are sent home three times a year and the reports provide detailed information about a child’s literacy development and grade level benchmarks. Also, we hold parent conference days twice a year to inform parents of their child’s academic growth and development. Summative assessment data is shared and parent meetings are held to communicate the expectations and levels of proficiency. The online North Carolina Report Card for our school is available each year to share assessment information, teacher qualities, attendance data, discipline data, and teacher turnover data.

3. Sharing Lessons Learned:

When a school historically demonstrates high performance for both reading and math, others inquire about its methods to attain equal levels of success. This is the case for our school and faculty. Schools from surrounding areas are continuously working with our Curriculum Technology Coordinator to schedule peer observations. We take pride in our accomplishments and are always willing to share what we consider effective strategies to promote student learning.

Our faculty is asked frequently to open their classrooms for observation to students enrolled at community colleges and universities in the area. Our teachers frequently serve on committees at the district level to share insight about best practices, select programs for county-wide implementation, and/or help develop the strategic plan for our district.

One representative from each grade level was invited to Central Office to participate in the Teacher Advisory Group. This group met and discussed curriculum, both positives and areas of improvement, from each school perspective. The goal was to share with other teacher leaders their expertise and knowledge of Common Core. This team of educators will continue to meet and create lessons, pacing guides and assessments that are aligned with Common Core.

Our Exceptional Children’s teacher was asked to lead an educational session for other colleagues about how to consistently implement social skill instruction for students with behavioral or social concerns. A county-wide meeting was held and this information was presented and members were trained.

West Elementary has a media and technology committee that meets monthly. Members are elected by colleagues to make decisions for the school in regards to marketing, technology purchases, and Accelerated Reader implementation. Part of the committee's goal is to update the website headlines frequently and advertise the great things happening in our school in the local papers on an ongoing basis. For example, we were recently highlighted in three local newspapers for offering engaging lessons during a Saturday school session. Teachers were recognized for their creativity and ability to make learning relevant and fun to even the youngest learner.

4. Engaging Families and Community:

We offer a variety of Parent Involvement Activities each school year. These activities include: Orientation and Open House at the beginning of the year, Curriculum Nights, Parent-Teacher Conferences twice a year, book fairs, and Title I parent sessions per grade level. We provide information to parents on our school website, through monthly school newsletters, and teacher web pages. Social media, especially Facebook, is also utilized to keep parents abreast of school activities and pertinent information. We utilize the School Messenger automated phone system to keep families aware of upcoming events. PTO newsletters also go home quarterly to keep families aware of additional ways to volunteer and serve the school.

Stakeholder involvement is essential to the continued success of our school. Our PTO executive team is comprised of President, Vice-President, Secretary, and Treasurer elected by our parents each spring. The President of the PTO serves as the parent representative on our School Improvement Team. Stakeholder input is valued and information for continuing this partnership is gathered through yearly surveys.

In order for students to learn, basic needs must be met. West is extremely fortunate to have community partners that recognize that “it takes a village to raise a child.” Because of compassionate individuals and organizations within our community, we are able to provide weekly food backpacks, Christmas assistance projects, and help with referrals to other emergency assistance programs. A new parent who arrived to us with a reputation of confrontation and dissatisfaction turned out to be an appreciative individual who needed some direction, needed to be heard, and needed to feel valued. This is one of many examples of how positive relationships make all the difference!

Our school marquee is updated on a continuous basis. We display school events, student accomplishments, staff recognition and inspirational messages that coincide with our yearly theme.

Each spring, Kindergarten Orientation day is used to expose children to a classroom environment and have them enjoy a taste of what kindergarten will bring. Parents attend an informational session and tour the school during this time. Guidance is provided about after school care, bus transportation and other relevant information. In addition, Brigance testing is administered for each child to assist with placement.

Through our Title I program, each grade level plans an individual curriculum event where a lesson is demonstrated, activities are planned, questions are answered and take home materials are provided. We typically have high parent involvement and receive positive feedback from these sessions. This type of positive parent involvement encourages guardians to work with their children on required skills that in turn increase student achievement.

In addition, as part of our marketing plan we meet monthly and designate certain events as "newsworthy" and contact local newspaper reporters to visit our school. Our school has been featured in the local newspapers each month during the school year for creating a positive learning environment, recognizing good character and focusing on 21st Century skills.

Our free and reduced lunch population continues to rise, we have partnered with three local churches to provide weekend food bags for students in need. Currently, forty-one students at our school receive a bag each Friday to take home to ensure food is provided for their family over the weekend. Our parents and community members are committed to raising healthy active children.

Lastly, our school offers a volunteer program for individuals who want to tutor or mentor students on campus. We work with them closely to verify credentials and offer on-site training. This level of involvement encourages parents, community members, and local businesses to partner with us and share the positive practices implemented at West.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our teachers adhere to the NC standard Course of Study that outlines the goals and objectives students are expected to meet at each grade level through Common Core and Essential Standards. As our school mission states, "West Elementary staff will challenge students to become lifelong learners, in a globally competitive environment, by providing each child with an enriching academic and social experience." We strive to provide opportunities through our curriculum to help meet student needs academically, physically, socially, and emotionally.

West Elementary has a strong English Language Arts program. It is anticipated that all teachers have a ninety-minute literacy block. This literacy block includes shared reading, guided reading, writing, and vocabulary exploration. In addition to this block, each grade level has an hour each day where students are homogeneously grouped and interventions occur based on each child's needs. For example, children receive intervention through our Title I services that align with the five domains of reading. Children in the classroom have flex group opportunities that provide enrichment activities for students who have mastered foundational concepts.

As part of recent professional development, teachers have been guided through the Comprehension Toolkit by Stephanie Harvey and Anne Goudvis that addresses language and literacy lessons for active learning. Each month teachers unveil a comprehension strategy that is utilized in whole and small group sessions to encourage rigor in reading and active participation in both informational and fiction text selections.

The math instructional program at West is strong and ever changing with the implementation of Common Core. Through data review, teachers are utilizing multiple resources to create thematic units that align with grade level standards. Moving away from scripted programs toward more teacher created lessons and interactive activities has been a paradigm shift for our faculty. They rely heavily on the unpacking documents and on-line resources to plan lessons that are aligned, engaging, and beneficial for all students. There is an expectation that students receive sixty minutes each day of instruction. In addition to sixty minutes of whole and small group math instruction in the classroom, WIN (What I Need) time occurs school wide for twenty minutes each morning. This time is designated to student intervention and enrichment of math standards.

Technology resources are essential to promoting 21st Century learning. Our classrooms have wireless access and are equipped with Smart Boards, three desktop computers, and an ELMO. We have two computer labs with forty-one computers. We have six iPod carts of 24, iPads are available in the Title I and Exceptional Children's classrooms, and each K-2 classroom has six iPods for students to utilize in small group sessions. Each K-3 teacher has a mini iPad. Every teacher also has his/her own laptop for classroom use and/or for planning meaningful, engaging lessons. A few of the computer programs that we currently use are Accelerated Reader, Reading A to Z, Flocabulary, Reading Eggs, Starfall, Brain Pop Jr., Think Central, My Big Campus, and other approved websites that are totally free for students.

Science and Social Studies standards are taught through a hands-on and experimental learning approach. We receive science kits twice per year from the district to cover Science Essential Standards. Field trips aligned with the Social Studies Essential Standards are planned to involve students in the community, visit relative locations, and travel to historical sites. We use the Social Studies and Science Weekly student magazines to further promote understanding of the concepts taught and intertwine informational literacy skills in all that we teach.

In addition to Common Core, our physical education, art and music teachers align their instruction with the state Essential Standards. Students are offered a variety of experiences throughout the school year. Students participate in art and music classes once each week and physical education classes three times a week. Our support staff works with the local high school to plan performances in the auditorium for our parents and community. Our students also participate in the county-wide Honors Chorus that allows them to

meet with other students and learn from experienced musicians. We offer after school athletic programs such as Girls on the Run, Running Club and Frisbee Club. Students that embrace the Visual Arts program are invited to participate in the yearly showcase of art in schools.

The strong instructional program of the required curriculum, combined with the opportunities for enrichment and extension, provide our students with a strong academic foundation. It is our goal, to provide rigorous instruction that prepares students for the transition to the intermediate school in our area.

2. Reading/English:

The North Carolina Standard Course of Study based on the English Language Arts Common Core guides West's reading curriculum. The ninety-minute literacy block is based on the Fountas and Pinnell balanced literacy model where students receive shared reading, guided reading, self-selected reading, read aloud and vocabulary study. Shared reading is taught in whole group where explicit teacher instruction of comprehension and decoding strategies using grade level texts. Guided reading is a time when teachers select texts based on a student's instructional level to provide direct instruction during small flexible groups. Students are exposed to above grade level texts during teacher read aloud when teachers model monthly comprehension strategies and fluency for students. Students have twenty minutes each day to read a text on their instructional level during self-selected reading. Teachers utilize this time to confer with students and complete text to reading comprehension assessments.

Students must exhibit strong foundational literacy skills to be successful. The assessment Dynamic Indicator of Beginning Early Literacy Skills (DIBELS) data is reviewed on an ongoing basis to assist teachers with planning lessons according to student need. This data guides the direction of interventions, program development and student successes as skills are acquired.

Professional Learning Communities (PLCs) are the culture and climate of our school. This mindset allows teachers to engage in conversations that identify remediation and acceleration for students based on classroom and school data. Teachers receive two days a year off campus to work with their grade level colleagues to further investigate student data and determine the specific needs of their students. This proves valuable when completing vertical planning and curriculum map alignment.

Enrichment opportunities are available for students in first through fourth grade. Nurturing programs are offered for the primary age student and students identified as academically gifted are served in our enrichment program on a weekly basis. The Elementary Battle of Books is offered to students identified as academically gifted each year. They read eighteen novels and compete against others school in the countywide Battle of the Books competition.

3. Mathematics:

The North Carolina Standard Course of Study based on the Mathematics Common Core guides West's math curriculum. In order to fully implement the Common Core Standards, our staff worked during the summer to identify skills that students need in each grade level to demonstrate success as they transition to the next grade. In addition to using the unpacking documents developed by the state, our teachers utilize Math Expressions and online resources to plan thematic units based on the standards. Teachers locate a variety of resources on our district's online website to supplement daily instruction.

Through Professional Learning Communities (PLCs) student data is discussed on a routine basis to determine areas of concern and acceleration for students. Using this data, they plan differentiated instruction that enhances student understanding of mathematical concepts. Explicit math instruction takes place during a whole group setting where grade level concepts are introduced and modeled for students. Guided math is a time when teachers work with students to assess their understanding of math concepts and assist with concept mastery.

In addition to daily instruction by classroom teachers, we provide enrichment for students who are identified

as academically gifted in this area. They meet weekly to advance their knowledge of mathematical concepts and create new learning paths.

In an effort to prepare students for the 21st Century we utilize a variety of instructional techniques, such as supplementing the math curriculum with technology. Our third and fourth grade classrooms have 1:1 technological devices and these iPods are utilized daily as formative assessment tools to promote mastery of skills.

We are fortunate to have highly qualified educators who are creative when planning and developing lessons to promote student learning. Our faculty is united in the effort to connect math lessons to the real world. This is done through projects, manipulative use, field trips and technology. It is our goal for students to frame, analyze and solve problems with a variety of strategies learned through connection and application of concepts.

4. Additional Curriculum Area:

West Elementary students, parents and faculty are committed to high academic achievement in the areas of reading and math. Outside of the core curriculum, we embrace the Healthy Living Essential Standards and provide multiple opportunities to bring students together to interact socially with their peers.

Based on the knowledge that we must foster and support students being physically active each day, we created many after school clubs to provide the opportunities for physically activity. Children receive 150 minutes per week of physical education. We offer Girls on the Run twice a week for third and fourth grade students. This is a fabulous opportunity for young girls to work through an educational curriculum and build personal self-esteem. They compete locally in the spring as they have prepared for this competition all year. Students in second through fourth grade can participate in Running Club once a week to build rapport and prepare for the Jingle Bell Run and countywide Fun Run. Students enjoy this time exercising and learning about healthy active lifestyles. The Frisbee Club is offered monthly to third and fourth grade students as a means for building friendship while developing athletic skills.

Another facet of our school is the pre-kindergarten program offered for children who are four years of age. They attend school regularly and follow a social curriculum designed by the state. Primary age education provides a basic overview and prepares the young learner for kindergarten through social and academic means. Our primary age program is designed to level the playing field for all students enrolled and provide a strong foundation prior to entering kindergarten. As part of the state licensure process, we worked to meet all Early Childhood Environmental Rating Scale (ECERS) guidelines and attain an approved status of five stars. We were awarded licensure with the highest score in Cleveland County School history of 6.22.

Character education is essential to the development of a primary age student. We recognize students monthly for displaying positive character traits in our school. Students are awarded with a breakfast, brag tag for their lanyard and recognition in the city and county newspaper. A guest speaker meets with the students and shares words of encouragement. This part of the curriculum supports our Healthy Education Essential Standards that promote recognizing and understanding stress management strategies while demonstrating self-control. The goal is for students to understand how to utilize resources that promote positive self- worth.

As an extension of the Science Technology Engineering and Math (STEM) focus, we are organizing and planning for Robotics Implementation. This program is offered to fourth grade students identified as academically gifted. We will select teams this year and fully implement the program in the upcoming school year. Two days a week students will focus on research and the remaining portion of the week they will work on robotic programming and design.

5. Instructional Methods:

At West, we differentiate each child's learning experience in the total school environment. Differentiation is not limited to classroom instruction but incorporated into the daily schedule through deliberate planning. For example, What I Need (WIN) time is scheduled each morning to promote math differentiation and Wildcat Power Hour (WPH) occurs hourly each day to promote flexible literacy learning on a child's instructional reading level.

As part of a Response to Instruction school, we benchmark all students in kindergarten through fourth grade on foundational literacy and math skills three times a year. This data is aggregated for the whole school and then disaggregated by skill to determine areas of need. This data becomes the road map to intervening and differentiating during the school day. Students are then placed in groups based on their area of identification such as benchmark, strategic or intensive.

Each morning students begin the day with What I Need (WIN) time for mathematics. This is a collective school approach. Each faculty member pairs up with a classroom teacher to instruct the whole group while students are pulled in small groups of three to four students. This time is utilized for students to articulate knowledge, review previous work samples with peers, connect learning to real life experiences and practice mastery of grade level concepts.

During the school day, each grade level has a designated hour of time called Wildcat Power Hour (WPH) where homogeneous student groupings occur so that literacy skills are taught on a child's instructional level. The schedule is designed so that students can receive services through Exceptional Children, Title I, English as a Second Language, and Academically or Intellectually Gifted during this time. Intermediate students, students not identified in any of the categories mentioned above, remain with the classroom teacher for small group literacy instruction. Our goal is that students are always present for core instruction and services are not supplanted during the school day. Classroom teachers typically have a maximum of ten to twelve students in their room during this time.

Classroom educators at West are highly qualified and dedicated to individualizing instruction for all students. The lessons are customized to expose, guide and yield opportunities for practice of skills taught. During the practice activities teachers provide hands-on materials for learning, iPods for technology exploration of skills taught and instructional scaffolding in lessons planned for students.

Team building is an essential component of a child's growth and development. In each grade level, children are taught how to work in small groups with peers and create products. Clear roles for group members and expectations are established early on in a child's educational career. It is imperative that cooperative learning skills are demonstrated frequently throughout the school day for mastery to occur. Education is not only about academics but social development, too. Leadership roles emerge early on and we must foster a collaborative learning environment.

Students in third and fourth grade have opportunities to meet with classroom teachers two days a week after school to participate in the Wildcat Club. The after school club is designed to offer remediation or acceleration to students depending on their individualized needs. Remediation activities are devised for students who need additional practice with foundational skills in reading and math. Acceleration activities are designed to promote and sustain academic growth for students from one grade level to the next.

6. Professional Development:

The staff at West Elementary is committed to attending high quality professional development each year. All professional development aligns with our School Improvement Plan and the Professional Development Plans of our staff.

Mastery of literacy skills is essential for students, as they become independent readers. Teachers have embraced the research based Comprehension Toolkit where lessons are rigorous and promote active

learning. This toolkit comes with six strategy books that provide an instructional framework for teaching students to utilize these strategies across a variety of texts, subjects and topics. We have a timeline that our faculty follows for unveiling one strategy each month. For example, monitoring comprehension is scheduled for September, and activate and connect are scheduled for the month of October. Professional development is offered on the new strategy monthly during our faculty meeting where resources for implementation are shared. The strategies promote student understanding of fictional and informational text that is read, heard and viewed. Each grade level is assigned an artifact to share with the group from the previous month and discuss ways to incorporate the toolkit in all areas of learning. Our goal is to a have a common literacy language for all students that continually build each school year.

Our faculty participated in Common Core "refresher" training for English Language Arts and Mathematics this year. These sessions were designed to promote staff understanding of the standards and assist with locating resources that are available to educators when planning lessons. This information is valuable when planning year-long goals for student learning.

Recently our state implemented a statewide assessment model called Reading 3-D. This model is all online and encompasses a variety of literacy assessments. All faculty attended training on how to utilize the device to assess student knowledge of h the five domains of reading. We utilize both components: Dynamic Indicator of Beginning Early Literacy Skills (DIBELS) to determine where intervention needs to occur at the foundational level and Text to Reading Comprehension (TRC) to determine a child's instructional reading level for small group instruction. This diagnostic tool is aligned with the Fountas and Pinnell leveling text system of A through Z.

Technology is ever changing in education and our faculty does a phenomenal job embracing these changes and attending professional development that aligns with the most recent implementations. At the beginning of the school year, teachers attended training in where our Curriculum and Technology Coordinator provided training on the top ten technology tools available to support student learning. In addition, Power School training for all staff occurred as the state chose to switch from NCWISE data management system to Power School to maintain student data statewide.

Our Wildcat Behavior Team has attended five days of Positive Behavior Intervention Support training this year. We are in the developing stages of implementation this year. Our faculty has been involved in every step of the process and able to provide honest feedback. We will move to full implementation next school year.

Our staff has attended and continues to attend professional development on the New Teacher Evaluation, Balanced Literacy, Common Core Training, Technology Integration, AIG conference, mClass Training, DuFour Training, RtI Training, and many other valuable sessions to ensure we are providing the best educational environment for our students. We utilize valuable resources provided by Cleveland County Schools, the North Carolina Department of Public Instruction, as well as our colleagues. We are committed, as a staff, to keeping up to date and current on best practices, new laws, the new curriculum, collaborating as professionals, and preparing our students for the 21st Century.

7. School Leadership

The principal feels that all staff members should be afforded the opportunity to serve as leaders within the total school environment. We have three teachers per grade level and they all serve on a committee and offer leadership in some fashion. For example, teachers elected to the School Improvement Team serve as grade level chairs. Teachers elected to the Media and Technology committee serve as the marketing team and case colleagues. Teachers elected to the Wildcat Behavior Team plan our semester rewards and attend Positive Behavior Intervention Support training sessions as our school representatives.

As a small school with only one administrator, it is imperative that teacher leaders are developed to support student learning. The principal believes that it is her goal to promote leadership and help teachers reach professional goals. The best educational resources are on our school campuses. We must tap into these

human resources and utilize them to better our school environment for students. Educators are all leaders by their own right and have tremendous knowledge to share.

Our School Improvement Team members are very active members of our school. Team members are respected by their colleagues and assist the administration with all facets of school-based decisions. This committee is comprised of one teacher per grade level, school counselor, curriculum technology coordinator, Title I lead teacher, two support staff and one teacher assistant. Our administrator believes shared decision making is the key to success. Team norms have been developed to establish ground rules and provide a safe environment for honest input. All ideas are valued by the team and used as part of the decision making process. This team makes decisions in regards to the following: school improvement process, hiring, teacher retention, budgeting, scheduling, and what resources are needed to support learning. This team works well together and faces challenges with a positive outlook.

West is a school where collective efficacy takes a tangible form and this is evident in the student success we have experienced in the past. We are a cohesive group that enjoys working together each day in a positive climate and culture. Our staff truly believes that all students can learn and that we must work together to make this happen. Leaders possess intelligence, understand change is essential for success and know what items must be addressed to better the outcome for the majority.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: End-of-Grade
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: NCDPI

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	75	88	93	100	100
% Advanced	32	50	46	46	60
Number of students tested	63	66	56	65	62
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	2	0	1	2	1
% of students tested with alternative assessment	3	0	2	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	50	79	89	100	100
% Advanced	12	27	21	37	44
Number of students tested	26	33	28	30	27
2. Students receiving Special Education					
% Proficient plus % Advanced	0	50	78	100	100
% Advanced	0	20	11	25	60
Number of students tested	4	10	9	8	5
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	3	1	3	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	60	0	0	0
% Advanced	0	20	0	0	0
Number of students tested	3	5	2	2	0
5. African- American Students					
% Proficient plus % Advanced	20	75	85	100	100
% Advanced	0	25	31	29	11
Number of students tested	5	8	13	7	9
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	2	0	2	3
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	83	92	95	100	100
% Advanced	35	58	55	50	69
Number of students tested	52	50	40	50	45
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	100
% Advanced	0	0	0	0	40
Number of students tested	2	1	1	4	5
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: NCDPI

Test: End-of-Grade
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	58	88	91	92	90
% Advanced	19	27	29	53	44
Number of students tested	62	60	65	61	69
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	4	3	1	1	4
% of students tested with alternative assessment	7	5	2	2	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	41	83	89	86	77
% Advanced	10	7	25	36	31
Number of students tested	29	30	28	28	26
2. Students receiving Special Education					
% Proficient plus % Advanced	25	60	63	0	88
% Advanced	10	7	25	36	31
Number of students tested	8	10	8	3	8
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	2	0	2	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	20	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	2	2	0	1
5. African- American Students					
% Proficient plus % Advanced	50	75	86	67	77
% Advanced	33	13	29	33	15
Number of students tested	6	16	7	9	13
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	2	3	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	63	93	92	98	94
% Advanced	21	35	28	59	49
Number of students tested	48	40	50	46	48
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	2	4	3	3
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: NCDPI

Test: End-of-Grade
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	68	77	93	83	87
% Advanced	29	32	27	31	44
Number of students tested	63	66	56	65	62
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	3	2	4	4	1
% of students tested with alternative assessment	5	3	7	6	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	42	67	89	73	74
% Advanced	12	18	11	13	26
Number of students tested	26	33	28	30	27
2. Students receiving Special Education					
% Proficient plus % Advanced		40	78	88	80
% Advanced		10	0	50	40
Number of students tested	4	10	9	8	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	1	3	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced		60			
% Advanced		20			
Number of students tested	3	5	2	2	
5. African- American Students					
% Proficient plus % Advanced	20	63	92	71	44
% Advanced	20	13	8	14	0
Number of students tested	5	8	13	7	9
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2		2	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	75	82	95	90	96
% Advanced	29	38	35	36	53
Number of students tested	52	50	40	50	45
10. Two or More Races identified Students					
% Proficient plus % Advanced					80
% Advanced					40
Number of students tested	2	1	1	4	5
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: NCDPI

Test: End-of-Grade
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	55	77	89	97	86
% Advanced	5	25	28	36	33
Number of students tested	62	60	65	61	69
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	4	7	2	0	5
% of students tested with alternative assessment	7	12	3	0	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	41	63	86	96	73
% Advanced	3	10	25	21	31
Number of students tested	29	30	28	28	26
2. Students receiving Special Education					
% Proficient plus % Advanced	13	50	50	0	88
% Advanced	0	10	13	0	25
Number of students tested	8	10	8	3	8
3. English Language Learner Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	2	0	2	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	5	2	2	0	1
5. African- American Students					
% Proficient plus % Advanced	50	56	86	89	62
% Advanced	0	31	29	0	15
Number of students tested	6	8	7	9	13
6. Asian Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	2	0	2	3	3
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0

Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	60	88	90	100	92
% Advanced	6	25	30	44	44
Number of students tested	48	40	50	46	48
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	2	4	3	4
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: