

Board of Education Goals – Future-ready Students for the 21st Ce

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

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

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

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

Goal 5 – North Carolina public schools will be governed and supported by 21st Century sy



District Goals for Union County Public Schools

District Goal 1: High achieving and globally competitive students

Supports SBE Goal 1 – North Carolina public schools will produce globally

District Goal 2: Quality teacher, administrators, and staff providing innovative leadership for

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

District Goal 3: Safe, orderly, and caring schools producing healthy responsible students

Supports SBE Goal 3 – North Carolina Public School students will be healthy and

District Goal 4: 21 century systems operating effeciently and effectivily

Supports SBE Goal 4 – Leadership will guide innovation in North Carolina public

District Goal 5: Family, business, and community members involved and supportive of our

Supports SBE Goal 5 – North Carolina public schools will be governed and



Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:</i></p>
<p>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p>
<p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing</p>
<p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State</p>
<p>School Report Card results: (www.ncreportcards.org)</p>
<p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p>
<p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p>
<p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p>
<p>Career and Technical Education Local Plan</p>
<p>School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)</p>
<p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p>
<p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)</p>
<p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p>
<p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p>
<p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p>
<p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p>
<p>Special Education Continuous Improvement Plan</p>
<p>Title I AYP (http://ayp.ncpublicschools.org)</p>
<p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p>

Vision and Mission Statements for Benton Heights Elementary School of

Vision:

Benton Heights Elementary School of the Arts wants students to leave us as fifth graders having demonstrated high growth in their academic achievement. Furthermore, we want to provide students with an experience that leaves them excited about learning. We will accomplish our vision through enriching and engaging students in **an arts integrated** curriculum during their time here at BHESA.

Mission:

The mission of Benton Heights Elementary School of the Arts is to provide a safe and positive learning environment for all students. Success will be achieved through high academic expectations, character education, and enrichment through the arts.



LEA or Charter Name/Number: Union County Public Schools - 900

School Name/Number:

Benton Heights Elementary

School Address: 1200 Concord Avenue

Plan Year(s):

2009-2012

Date prepared:

9/11/2010

Principal Signature: _____

Date

Local Board Approval Signatur _____

Date

School Improvement Team Membership

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

Committee Position*	Name	Signature	Name
Principal	Lynette McCoy		
Assistant Principal	Lynn Cole		
Teacher Representative	Bonnie Shaw		
Inst. Support Representative	Kerri Sofsian		
Teacher Representative	Melissa Hines		
Teacher Representative	Claire Windley		
Teacher Representative	James Brown		
Teacher Representative	Angela Foster		
Teacher Representative	Edythe Hardin		
Teacher Representative	Christina Lohry		
Teacher Representative	Jane Hoesel		
Teacher Representative	Ebony Johnson		
Teacher Assistant Representative	Judy Pickett		
Parent Representative	Sarah French		

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

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

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

The school has increased the presence of technology hardware over the past three years. We have also adopted curriculum resources such as Break Through to Literacy, Kathy Richardson's Assessment, Leveled Literacy Intervention, Odyssey Compass Learning, and Investigations Math. Teachers have been actively involved in implementing "The Daily Five" and CAFE for Language Arts. Benton Heights is in its fourth year as a school of the arts and has developed strategies for two-way integration between classroom teachers and special area teachers. The school's performance composite increased by 13% and achievement gaps decreased in every area, including a 19% decrease in our achievement gap between White and Black students in Math. Our intervention process for academically at-risk students has been improved. The school has also implemented a crisis team to support students who are experiencing a family or social crisis. The Benton Heights Elementary Guidance Department is involved in several outreach programs and works with small groups of identified students.

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

Our ELL population continues to increase while it continues to be our lowest performing subgroup identified by AYP. Benton Heights needs to implement a comprehensive staff development plan to encourage teachers to teach with a sense of urgency, innovation, high expectations for all stakeholders, and reflective practices.

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

We will use surveys to identify the needs of staff members in regards to professional development. We will develop a needs assessment. We will research effective practices for ELL students specifically in reading. We will determine the factors and resources that enable some ELL students to succeed in order to support others. We will develop a plan to create more data for K-3 students. We will explore the implementation of formative assessments in order to quantify results gained from reading instruction.

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

Cite relevant evidence from your analysis to support these priorities.

1. ELL and how to improve performance - 35% proficiency on 2010 EOG 2. Professional Development - Our current data shows variation in performance from classroom to classroom and from subgroup to subgroup. 3. School safety and well being of students - Students need to feel safe at school.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

ELL performance composite for EOG Reading in 2010 was 35% proficiency. **The performance composite for 2011 increased to 37% proficiency. Continued efforts for further improvement will be made.**

School Goal 1:	Increased performance in all grade levels for ELL students in literacy across all content areas
Supports this district goal:	High achieving and globally competitive students
Target:	Increased performance of students in all grade levels in literacy across all content areas
Indicator:	ABC, AYP, EOG, DRA, Observation Survey, Compass, Quarterly Assessment, Formative Assessment
Milestone date:	June-11

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Create opportunities for cross-curricular planning to include grade-level representatives, ESL teachers, Essential Areas teachers, and other personnel			
		Action steps:			
		1. Identify effective resources and strategies			5.
		2. Embedded discussion during curriculum planning			6.
		3. Strategies for earlier identification of at-risk			7.
	4. Seek opportunities for staff development			8.	
	Strategy 2:	Strategy: Support teachers as they implement and reflect on the effectiveness of strategies			
		Action steps:			
		1. Assess the strengths and needs of identified			4. Lab classrooms in grades K-5
		2. Model lessons and follow-up discussions to include arts integrated lessons			5
		3. Embedded discussion during curriculum planning to reflect and revise current practices			6
	Strategy 3:	Strategy: Increase Parent Involvement for ELL students			
Action steps:					
1. Identify parents who are willing to assist with translations and communication				4. Offer adult education classes at times that are convenient for parents	
2. Curriculum Nights/Breakfast Meetings for				5. Raise awareness of what the community offers to families	
3. Hispanic Heritage Night				6. Parent Involvement Committee	
			7		

Plan/Do

How will we fund these strategies?

Funding source 1:	Local district funds	Funding Amount - 2,000.00
Funding source 2:	Federal funds - Title I	Funding Amount - 1,500.00
Funding source 3:	State funds for at-risk students	Funding Amount - 1,500.00
Funding source 4:	School general funds	NA
Funding source 5:	Select a funding source	
		Total initiative funding:

\$0

Review frequency: Quarterly

Assigned implementation team:

Check

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

EOG data, compass data, AYP data, ABC data

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

EOG data, Compass data, AYP data, ABC data

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

TBD



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



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Increase urgency, high expectations, innovation, and student growth

School Goal 2:

Provide staff development in the area of innovation, data wise instruction, globalization, technology, and arts integration which may be included in professional development plans

Supports this district goal:

Quality teacher, administrators, and staff providing innovative leadership for 21 century schools

Target:

Increase urgency, reflective practice, and innovation

Indicator:

Student Growth, Composite Performance, Teacher Evaluations, PDP, AYP, ABC, Student Survey, Parent Survey, Tea

Milestone date:

June-11

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

Plan/Do

Plan/Do	Strategy 1:		Strategy: Increased use of globalization strategies and teacher/student use of technology as an instructional tool	
	Action steps:			
	Strategy 1:	1. Needs assessment for PD/hardware inventory		5. Global awareness activities
		2. Provide differentiated professional development		6
		3. Globalization committee		7
		4. Diversity training/celebration		8
	Strategy 2:		Strategy: Increase reflective practice through the use of student data.	
	Action steps:			
	Strategy 2:	1. Raise awareness of what data is available		4. Show how data can help direct instruction
		2. Show how data is purposeful		5. Data Chats
		3. Professional development on data collection tools/and analysis		6. Data compiled and analyzed monthly by the Intervention Team used to inform ongoing interventions for "at risk"
				7
Strategy 3:		Strategy: Increase use of lessons aligned with vision of A+ Arts Integration Model		
Action steps:				
Strategy 3:	1. Written evidence of arts integrated lessons		5	
	2. Informal and formal collaborative planning to occur between classroom and essential area		6	
	3. Consistent and ongoing professional development focused on arts integration and		7	
	4		8	



Plan/Do

How will we fund these strategies? District wide implementation

Funding source 1:	Local district funds	Funding amount:	\$3,000
Funding source 2:	School general funds	Funding amount:	na
Funding source 3:	Federal funds - Title I	Funding amount:	\$5,000
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	#VALUE!

Review frequency: Quarterly

Assigned implementation team: Site Based Management Team, Instructional Leadership Team

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

Survey Data, EOG, ABC, AYP, PDP, DRAs, Benchmarks

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

Student achievement data, benchmark testing.

Check



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

TBD

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

YTBD

Act



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Maintain consistent positive expectations for student behavior by all staff, while being proactive and advocating for students who are in social, emotional, or physical crisis

School Goal 3:	Maintain consistent and positive expectations for student behavior by all staff, while being proactive and advocating for students who are in social, emotional, physical crisis
Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students

Target:	All Students
Indicator:	Parent Survey, PBIS DATA, Behavior Peps Office Referrals
Milestone date:	End of Year Survey

Goal 3 Improvement Strategies – **Maintain positive environment to insure student success**

Plan/Do

Strategy 1:	Strategy - Maintain Consistent Positive Expectations for Student Behavior	
	Action steps:	
	1. Consistent implementation of PBIS	4. Behavior intervention for at risk students
	2. PBIS Refreshers	5. Behavior Management Tech. working collaboratively w/
	3. Consistent positive reinforcement of desired student behaviors	6. Offer parent resources
		7
Strategy 2:	Strategy - Continued focus of students in crisis by our school crisis team.	
	Action steps:	
	1. Consistent and timely communication between parents, teachers, and administration	5. Outreach to local agencies for support
	2. Establish a referral process for at-risk student	6
	3. Invite parents and teachers to participate in crisis	7.
4. Continue to develop resource groups for	8.	
Strategy 3:	Action steps:	
	1	5.
	2	6.
	3	7.
	4.	8.

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	Funding amount:	\$500
Funding source 2:	Select a funding source	Funding amount:	
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$500

Review frequency: Quarterly

Assigned implementation team: PBIS Team

Check

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

PBIS DATA, Discipline Reports, Office Referrals, Mentor Logs, Volunteer Logs, PEPs, Crisis Team Notes

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

Discipline Data will decrease



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

TBD

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

Act



Safe School Plan for Benton Heights Elementary School of the Arts

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

Name and role of person(s) responsible for implementing this plan:	Dr. Ed Davis
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Statement of Responsibility for the School District Superintendent

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

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

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.

Statement of Responsibility for the School Principal

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

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

* Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal’s personnel file and disciplinary proceedings under G.S. 115C-325.

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

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

Assistant Principal(s): Lynn Cole

Teachers: Bonnie Shaw, Site Base Chairperson and Brittany Slagle, PBIS Chairperson

Counselors: Rhonda Williams and Ann Sutton

BMT: Bryan James

Services for At-risk Students

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

Rtl teams, PEPs, Enrichment/Remediation Plans, use of BMTs, Student accountability during the school year, Peer Mentors - Peer Mediators, School Intervention Teams/TAT, School Resource Officers (SRO's) interventions, Use NC WISE to identify attendance, academic and discipline concerns and patterns, Analyze EOG, EOC, alternative assessments, and other standardized test scores, Exceptional Children (EC) and Limited English Proficient referrals and conferences, OSS and ISS discipline reports, guidance and attendance counselors

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

*In-school tutoring, after-school tutoring, behavior scales, mentoring programs, intervention teams, behavior plans/agreements, PEPs, IEP goals, benchmark tests

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

Odysseyware, Nova net, Nurtured Heart, Smaller class size - Lower Student/Teacher Ratio, Intensified structure, Leveled programs designed to transition back to home and school

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

Goal: Complete all required drills and associated training (fire, tornado, lockdown).
Target: 100% completion
Indicator: Drill Reports
Milestone Date: EOY

Goal:
Target:
Indicator:
Milestone Date:

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

Target: Improved School Safety and Student Conduct
Indicator: Decreased Discipline Referrals, Decrease in Drop-out Rates
Milestone Date: EOY

Target: Higher Expectations for Students
Indicator: In the first semester of entering a program, they will show an increase in their academic achievement as compared to previous performances at their home schools.
Milestone Date: EOY

Target: Customer Satisfaction
Indicator: Parent, Teacher, Student Survey expressing satisfaction will be 75% or better. *Note: The 2011 survey indicates 97% customer satisfaction. We will strive to maintain this high level of confidence in our school.*
Milestone Date: EOY

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

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)					
Videos - Blood borne Pathogens, Epi-Pen, Diabetes, Asthma	Planned				
Videos - Gang Awareness - Critical Incident Response	Planned				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)					
Certified Trainers assigned to high school clusters					
Coaches' Certification					
Anti-Bullying Program					
School Nurse Training					

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

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

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

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
English as a Second Language (ESL)		Local, State, Federal
Dropout Prevention Counselors (10)		State
Remediation		State
School Improvement Grants		State
Title I		Local
K-2 & 3-8 Reading/Intersession/Remediation		State
Money in lieu of Summer School		Local
Other Alternative Placements		Local

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.

		District Goal 1	District Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Train staff through research-based, highly-qualified best practice in reading, writing, and math.				
	Strategy 2	Utilize support staff to push into classrooms to assist identified students.				
	Strategy 3	Utilize early intervention strategies to assist students in K-2.				

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

Our school is addressing the needs of our students in several different ways. **Staff members participate in staff development meetings on a weekly basis to learn innovative and creative ways to meet the needs of our diverse student population.** Teachers work in grade level curriculum meetings and team planning activities to plan and collaborate on successful teaching strategies for the upcoming curricular focus areas. Support staff members, such as ESL, **EC, Curriculum, Intervention, and the Crisis Teams**, are used to enhance the opportunities for **the** growth of our struggling students. Data collection and individual progress monitoring is also a focus area for each grade level. Grade level teachers meet quarterly to discuss assessment results with administration.

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	Ongoing professional development through regular team meetings, attendance to conferences and in house PD.					
	Strategy 2	Provide appropriate coaching opportunities for teachers through the administrative team and curriculum staff.					
	Strategy 3	Provide appropriate specific feedback during post conferences to improve instructional practices.					

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

Staff members will participate in ongoing professional development that is research based and focused on the needs of our students. Selected teachers are attending county wide staff development. All staff members are participating in the **NC Teacher Staff Development for the Common Core Standards**. Our school has hosted presenters from the A+ School Consortium as well as Danny Brassel, ESL Consultant. Curriculum staff members in our building have planned and implemented ongoing professional development designed to address the needs of our diverse population. Related arts teachers are involved in ongoing planning and professional growth opportunities that promote two way integration.

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

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 reflective of benchmark assessment data.					
	Strategy 2	Provide differentiated professional development aligned with the data analysis from benchmark assessments.					
	Strategy 3						

In addition to our focus on the priority goals listed in this plan, our school provides high quality, on-going professional development in the following ways:

Staff members participate in quarterly meetings that are centered around the benchmark assessments that are given to every student at our school. The meetings also provide direction on how to use the data to inform instructional decisions. The data is shared with administration and curriculum staff members and discussions include all stakeholders on the process for improvement. Selected teachers are encouraged and required to participate in unique professional development opportunities aligned to meet the needs of the teacher's own professional development plan and the School Improvement Plan.

<p>Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</p>							
				District Goal 2			
	<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	Strategy 1	<p>Provide teachers with multiple levels of support to address the challenging needs of our student population.</p>				
		Strategy 2	<p>Maintain a climate of high expectations for students, parents, teachers, and community members.</p>				
		Strategy 3	<p>Empower teachers to take ownership of the results from their classrooms.</p>				
	<p>In addition to our focus on the priority goals listed in this plan, our school uses the following strategies to attract highly qualified teachers to our high-need school:</p>						
<p>Teachers all participate in the School Improvement Process and the development of the school improvement plan. Teachers also serve on school improvement committees throughout the school year. Students and parents are required to be active in the learning process and responsible for our shared progress. Our school maintains a high level of expectations and continuous improvement through ongoing data reflection of all students Kindergarten through fifth grade.</p>							

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						
						District Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Bilingual staff members are available to meet and address the needs of our Spanish speaking parents.				
	Strategy 2	Host parent meetings centered around our school's learning initiatives.				
	Strategy 3	Academic success and Character development are celebrated activities at our school where parents are active				
In addition to our focus on the priority goals listed in this plan, our school uses the following strategies to increase parental involvement:						
<p>Bilingual staff members participate in parent conferences, IEP meetings, intervention meetings, etc. to engage our Spanish speaking parents in the academic growth of our students. Parent activities that spotlight academic initiatives in our school are hosted throughout the year. Teachers involve parents in many different opportunities that spotlight the character development and academic progress students make throughout the school year. School wide communication includes a regularly updated school website, a quarterly newsletter, a weekly connected message and individual teacher communication through our school wide agenda. Partnerships with South Piedmont Community College offer our parents the opportunity to enroll in English speaking classes for our Spanish speaking parents.</p>						

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, such as **Creative Curriculum**, 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	Transition meeting for Pre-K and Kindergarten Teachers is hosted in the spring of each year.				
	Strategy 2	Kindergarten orientation meetings for parents and students takes place on the first five days of each school year.				
	Strategy 3					

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

Pre-K students entering BHESA are provided the opportunity to transition into our school in a small group format. Each K student is assessed and provided an opportunity to visit the school on one of the first five days of school for Kindergarten. Teachers meet with Pre-K teachers annually to discuss the transition of students to our school.

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. This 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.

				District Goal 2			
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	Ongoing and Benchmark Assessments					
	Strategy 2	Early Interventions for students is monitored by administration, curriculum staff, intervention team, and					
	Strategy 3						

In addition to our focus on the priority goals listed in this plan, our school uses the following strategies for developing teacher skills in formative assessment:

Staff members participate in quarterly meetings that are centered around the benchmark assessments that are given to every student at our school. The meetings also provide direction on how to use the data to inform instructional decisions. The data is shared with administration and curriculum staff members and discussions include all stakeholders on the process for improvement. Selected teachers are encouraged and required to participate in unique professional development opportunities aligned to meet the needs of the teacher's own professional development plan and the School Improvement Plan.

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	Student progress is closely monitored by administrators, curriculum staff, and teachers				
	Strategy 2	Interventions are prescribed and recommendations are made from administration to teachers to work collaboratively for student growth				
	Strategy 3					

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

Individual student monitoring is an ongoing practice at BHESA. Administration, curriculum staff, intervention team members and classroom teachers meet to analyze student data. They reflect on progress and make adjustments to intervention goals and instruction to better meet the changing needs of students. Watch lists for each grade level have been created to monitor the progress of the prescribed intervention. Three full time and one part time certified Reading Recovery teachers serve the most "at risk" students in first grade as well as provide support to students performing below grade level in grades K-2. All Teacher Assistants have been trained to implement the Leveled Literacy Intervention (LLI) program for struggling students in grades K-2. Additionally, three Interventionists provide support to struggling students in grades 2-5.

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

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:						District Goal 5	
		Strategy 1	Identifiy students that are in "crisis" and provide individual and family support.					
		Strategy 2	Provide enrichment programs surrounding the arts					
		Strategy 3	Fiscal resources are used to purchase research based successful intervention materials					

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

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

Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:

Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

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

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State’s academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers,

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



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 targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2						
	Strategy 3						
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:							



Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

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

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:

Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

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

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:

DUTY FREE LUNCH PLAN

Benton Heights Elementary School of the Arts Site Based Management Team has decided that teachers and teacher assistants will work together to provide each other with duty free lunch periods. Teachers will work with their grade level colleagues and their teacher assistants to develop a rotating schedule where as each person has a duty free lunch period on alternating days. The site based management team voted and approved this plan in our 2007 -2008 school year. This plan has been reviewed and approved each year since. **Additionally, PTA has begun a new initiative to provide duty free lunch for staff birthdays.**

Globalization Committee Goals

1. Participate **with the Connected by Diversity program within our Monroe Cluster Group** for the purpose of expanding students awareness of the global world, work together on projects with other cultures, and become an active and visible member in the IT/technology arena.
2. **Expand students' awareness of the global world with a deliberate focus for content area integration throughout grade levels and student tenure at BHESA.**

Pre K/Kindergarten	North America
1 st	South America
2 nd	Australia
3 rd	Asia
4 th	Africa
5 th	Europe

2. Create, support and, document **world festivals and international days** including Hispanic Heritage Festival, African Heritage Month, and Passport Around the World Theme for Field Day
3. **Maintain** bulletin boards with globalization themes **throughout the campus**