

## 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. Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide plan. 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, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Teaming	Student Needs	documentation	
	<b>Strategy 2</b>	build competency	Effectively utilize support staff	Developmental communication	
	<b>Strategy 3</b>	Increase staff support with resources	Effective program implementation	Develop/Improve School resources	

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

Rocky River will address the need for schoolwide reform by focusing on priority goals by reflecting on: stakeholder perception data and procedures for organizational effectiveness. Professional development, parental involvement, school organization, instructional strategies, and student achievement.





**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped so that all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the sustained, high-quality professional development required to implement them. The statute requires that professional development be provided to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	Research based	Data Driven	Tools to support teachers	
	<b>Strategy 2</b>	Focus on student growth	Continuous and sustained improvement	Stakeholder support	
	<b>Strategy 3</b>				

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on

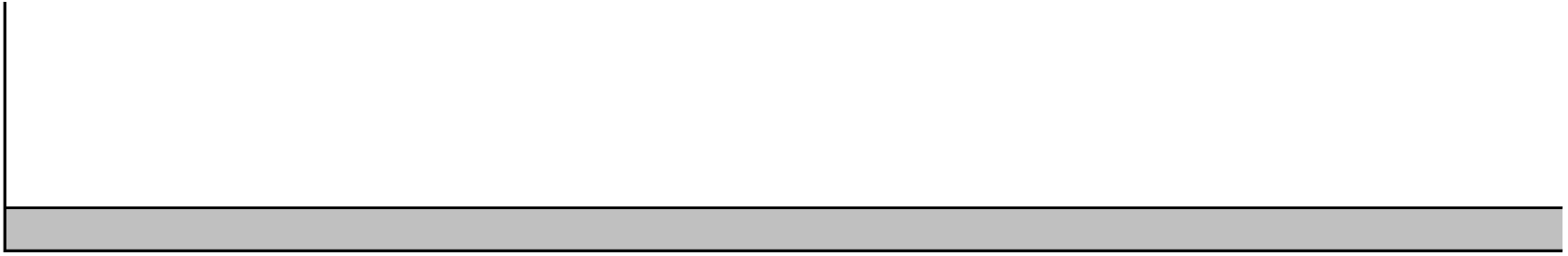


**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teacher poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide p will use to attract and retain highly qualified teachers.

			Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	On-going professional development	Research based and data driven instructional programs	Stakeholder support	
	<b>Strategy 2</b>	Provide quality strategies for teachers	Supportive administration to strengthen school community	Community Involvement	
	<b>Strategy 3</b>	Provide additional support staff to strengthen curriculum and instruction.			

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our this plan:

We have a strong support for teachers to assure that staff development is occurring regularly, consistently, and is being implemen

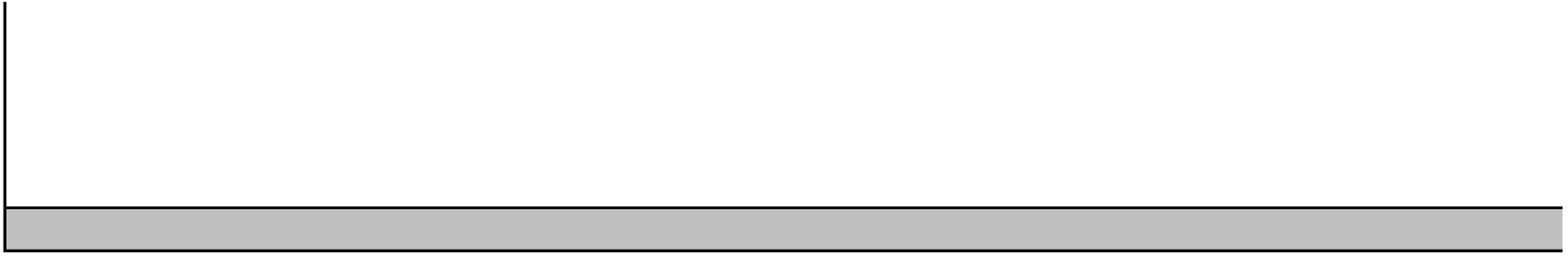


**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and effective parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, every school must have a representative of parents on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach to involve parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>		Increase relevant and appealing parent involvement activities	Provide resources for parents within the school environment	Collaborate with outside agencies and community members
	<b>Strategy 2</b>			Provide full access to parent involvement section of the school media center where parents can check out resources	
	<b>Strategy 3</b>				

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

Rocky River Elementary will use the following strategies to increase parental involvement: PTA meetings, curriculum nights, guest speakers, motivate parents, student performances and display of student art work and parent resources in the media center.

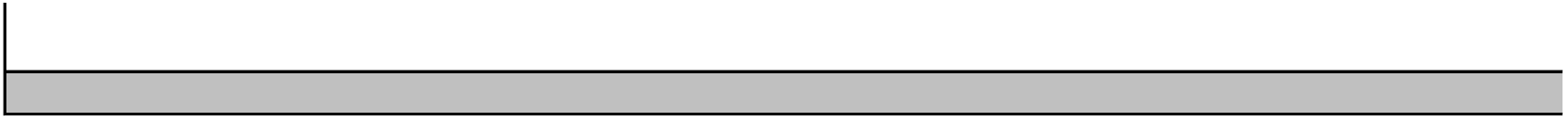


**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schools.** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, such as First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

			<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	High quality instruction in the pre-k classroom		Strong parental relationships with the pre-k parents, students, teachers, and school community	
	<b>Strategy 2</b>				
	<b>Strategy 3</b>				

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

We complete home visits and have parent nights for pre-K. The pre-K students are involved in activities and rewards throughout the day. The program for Literacy Beginnings is being utilized with our pre-K instructional program.



**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment re: ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as obs assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increa appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus plan:

On-going discussion occurs through grade level meetings and collaboration of administration and instructional support to utilize da instruction program. We complete benchmark assessments, DRA's, running records, classcapes assessments, and formative as: current level of performance and plan remediation to meet the needs of our students.



**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional as** program school must identify students who need additional learning time to meet standards and provide them with timely, additional needs. This assistance must be available to all students in the school who need it.

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

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

Our school has a detailed intervention plan. We have set guidelines for completion of a PEP, level 1 or level 2 intervention to ensure appropriate level of intervention and instruction. We monitor these students on a systemic, consistent basis to ensure our students' interventions are being written and created.

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficiency achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

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

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in goals listed in this plan:





on Act (*Section 1114(b) of Title I*).  
de program. The goals and

based research, strengthen the core

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
contact others	
Provide resources for ESL populations	
Motivate parents to attend events	

goals listed in this plan:

, student outcome data, processes  
al programs, and student





gh numbers of teachers who are not  
l paraprofessionals (employees of a  
achievement increases in schools  
eir subject matter and are skilled in

Priority Goal 4	Priority Goal 5

riority goals listed in this plan:

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ed to face the challenge of helping  
he schoolwide plan, and receive the  
be extended, as appropriate, to

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>

the priority goals listed in this plan:

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Empty space for listing the priority goals.





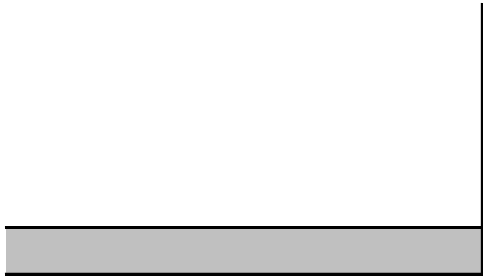
's is an on-going challenge in high  
plan must describe the strategies it

Priority Goal 4	Priority Goal 5

focus on the priority goals listed in

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ted in the classroom after training.



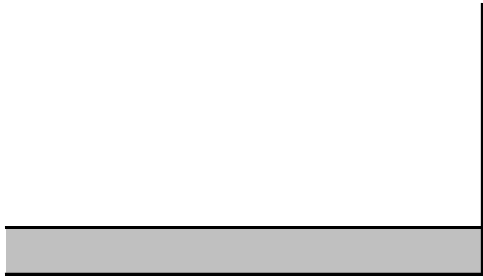


sustained levels of parental  
onally, state law requires parent  
ach for communication with  
:el in school.

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>

listed in this plan:

speakers to encourage and





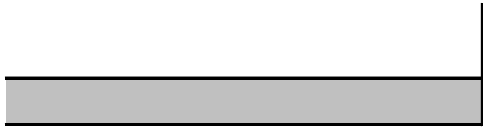
**schoolwide programs:** This  
programs, including Early Reading  
t.

Priority Goal 4	Priority Goal 5

als listed in this plan:

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he school. The curriculum support





sults, teachers need current and  
ervation, performance  
ses their understanding of the

<b>Priority Goal 4</b>	<b>Priority Goal 5</b>

on the priority goals listed in this



ta collected by PLC's to drive the  
sessments to determine the student



**Assistance:** The schoolwide  
assistance that is tailored to their

Priority Goal 4	Priority Goal 5

are that students are receiving the  
are making strides or new



