

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

Goal 1 – Every student in the NC Public School System graduates from high school prepared for work, further education, and c

Goal 2 – Every student has a personalized education

Goal 3 – Every student, every day has excellent educators

Goal 4 – Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and ed

Goal 5 – Every student is healthy, safe, and responsible



District Goals for Union County Public Schools

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| District Goal 1: | High achieving and globally competitive students |
| Supports SBE Goals 1&2: | Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education. |
| District Goal 2: | Quality teachers, administrators, and staff providing innovative leadership for 21st century schools |
| Supports SBE Goal 3: | Every student, every day has excellent educators |
| District Goal 3: | Safe, orderly, and caring schools producing healthy and responsible students |
| Supports SBE Goal 5: | Every student is healthy, safe, and responsible |
| District Goal 4: | 21st century system operating effectively and efficiently |
| Supports SBE Goal 4: | Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators |
| District Goal 5: | Leadership will guide innovation in collaboration with family, business, and community members |

Recommended Data Sources for Analysis by School Improvement Teams

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| <p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>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 needs. 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 Results)</p> |
| <p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</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) (http://www.ncpublicschools.org/research/discipline/reports)</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://www.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:

The vision of Sun Valley High School is to empower students to foster accountability in all areas of their lives. In support of this vision, the faculty and staff are committed to helping students develop life-long learning, productive citizenship, respect for self and other and service to the global community.

Mission:

The mission of Sun Valley High School is to provide each student with a globally competitive curriculum in an environment that promotes personal accountability, respect and excellence.

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

School Name/Number:

Sun Valley High School/360

School Address: 5211 Old Charlotte Highway, Monroe, NC 28110

Plan Year(s): 2014-15 & 2015-16

Date prepared:

30-Jun-16

Principal Signature:

Dr. Shaun Poole

30-Jun-16

Date

Local Board Approval Signatu

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 | Committee Position* | Name |
|------------------------------------|--------------------|---------------------|------|
| Principal | Dr. Shaun Poole | | |
| Assistant Principal Representative | Dr. Marvin Bradley | | |
| Assistant Principal Representative | Drusilla Thomas | | |
| Assistant Principal Representative | Mike Zezech | | |
| Inst. Support Representative | Carrie Mabry | | |
| Parent Representative | Bob Loughery | | |
| Student Representative | Garrett Adams | | |
| Teacher Assistant Representative | Shirley Parker | | |
| School Counseling Representative | Donna Grexa | | |
| Clerical Representative | Amy Howell | | |
| Teacher Representative | Gary Anderson | | |
| Teacher Representative | Brian Cattaneo | | |
| Teacher Representative | Doug Covell | | |
| Teacher Representative | Jeff Reynolds | | |
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* 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?

School Performance: (2015-2016: Sun Valley High School's academic performance was consistent with a school performance grade of a "B". In addition, SVHS experienced tremendous success in several key areas to include grade level proficiency (GLP), which increased by 2.6%; ACT proficiency increased by 9.3%; ACT WorkKeys proficiency increased by 2.1%; cohort graduation rate 5yr increased to 90.2%; expected growth was met in the content area of mathematics, including a proficiency increase of 2.5%; and exceeded expected growth was met in the content area of English, including a proficiency increase of 8%. The number of advanced placement assessments administered at SVHS has increased by 30% over the past two school years. Overall, SVHS successfully met 94.7% (72/76) of federal annual measurable objectives. Also, the student population grew by approximately 10.7%.); **(2014-2015:** SVHS's graduation rate increased by 1.8% for 2013-2014 to 89.3% in which the NC State average was 83.8%; Annual Measurable Objectives met (AMOs) 72/78 in which 92.3% of targets were met; READY Overview: Performance Composite GLP increased by 23.1% to 64.9% 980 assessments administered; Math Course Rigor increased to >95%; Math I Composite GLP increased by 26.7% to 63% proficient 359 assessments administered; Biology Composite GLP increased by 24.1% to 63.3% proficient 327 assessments administered; English II Composite GLP increased by 20.1% to 69% 294 assessments administered; SVHS Met Expected Growth; SVHS administered 212 Advance Placement exams 2013-2014 school which is an increase of 46 exam from 2012-2013.)

Personnel: 2013-2014 Teacher Working Conditions Survey Question: 10.6 "Overall, my school is a good place to work and learn" 94.2% of teachers agreed/strongly agreed! Professional Development: Mender/Hall/McMahan/Rosendahl/UNCC Book Study. **Technology:** 100% of SVHS's classrooms have Smartboards; 100% of SVHS's teachers have computers, access to the internet and provide students with a technology platform for learning and engagement; 100% of SVHS's teachers are provided technology professional development; 1:1 UCPS Chromebook Initiative - 100% of SVHS's student body 9-12 has the opportunity to receive a Google Chromebook to enhance the learning experience; PAM is an additional resource that UCPS



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

School Performance: (2015-2016: SVHS will strive for continuous improvement pertaining to graduation rates, AMO targets and READY targets (Performance Composite CCR/GLP, ACT, ACT WorkKeys, Math Course Rigor, Math I, Biology, English II, Student Growth). Specifically, SVHS did not meet the ACT 95% testing participation rate required for one subgroup; however, met the overall 95% testing participation rate required. BLCK subgroup participation rate was reported as 88%. The ACT WorkKeys participation rate was reported as 94%. SVHS's EVAAS Growth Status was not MET in the content area of biology and grade level proficiency decreased by 4%. In addition, math course rigor decreased by 1.9% and cohort graduation rate 4yr decreased by 2.3%); (2014-2015: SVHS will strive for continuous improvement pertaining to graduation rates, AMO targets, READY targets (Performance Composite CCR/GLP, ACT, ACT WorkKeys, Math Course Rigor, Math I, Biology, English II, Student Growth) Specifically, SVHS did not meet the ACT 95% testing participation rate required for two subgroups; however, met the overall 95% testing participation rate required. EDS subgroup participation rate was reported as 94% and subgroup Caucasian was reported as 93% testing participation. The ACT proficiency composite dropped 3% to 58.8% and ACT WorkKeys proficiency composite dropped 2.6% to 68.8%. SVHS's EVAAS Growth Status was MET; however, 2012-2013 Growth Status was EXCEEDS. **Personnel:** 2013-2014 Teacher Working Conditions Survey Question 10.7 "At this school, we utilize the results from the NC Teacher Working Conditions Survey as a tool for school improvement" 78.1% of teachers Agree/Strongly Agreed versus UCPS at 82.2%.)

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

No data is missing.

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.

School Performance: (2015-2016: SVHS will strive for continuous improvement pertaining to graduation rates, AMO targets and READY targets (Performance Composite CCR/GLP, ACT, ACT WorkKeys, Math Course Rigor, Math I, Biology, English II, Student Growth). Specifically, SVHS did not meet the ACT 95% testing participation rate required for one subgroup; however, met the overall 95% testing participation rate required. BLCK subgroup participation rate was reported as 88%. The ACT WorkKeys participation rate was reported as 94%. SVHS's EVAAS Growth Status was not MET in the content area of biology and grade level proficiency decreased by 4%. In addition, math course rigor decreased by 1.9% and cohort graduation rate 4yr decreased by 2.3%); **(2014-2015:** SVHS will strive for continuous improvement pertaining to the NC High School Accountability Model's components including graduation rates, AMO targets, READY targets (Performance Composite CCR/GLP, ACT, ACT WorkKeys, Math Course Rigor, Math I, Biology, English II, Student Growth) Specifically, SVHS did not meet the ACT 95% testing participation rate required for two subgroups; however, met the overall 95% testing participation rate required. EDS subgroup participation rate was reported as 94% and subgroup Caucasian was reported as 93% testing participation. SVHS will strive to address the short fall in testing participation within the two stated subgroups by developing and implementing a plan for improvement. The ACT proficiency composite dropped 3% to 58.8% and ACT WorkKeys proficiency composite dropped 2.6% to 68.8%. SVHS will strive to increase student achievement within these two standardized assessment. SVHS's EVAAS Growth Status was MET; however, 2012-2013 Growth Status was EXCEEDS. Continuous improvement will be emphasized in order to achieve EXCEEDS Growth status once again. Personnel: 2013-2014 Teacher Working Conditions Survey Question 10.7 "At this school, we utilize the results from the NC Teacher Working Conditions Survey as a tool for school improvement" 78.1% of teachers Agree/Strongly Agreed versus UCPS at 82.2%. The Teacher Working Conditions Survey will be utilized as a strategic tool for developing SVHS's needs assessment and improvement strategies.)

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Sun Valley High School will maximize its resources in order to support student achievement and provide a safe healthy learning environment.

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| School Goal 1: | Uphold the requirements of the UCPS BOE Safe School Plan |
| Supports this district goal: | Safe, orderly, and caring schools producing healthy and responsible students |
| Target: | Faculty, Staff, Students and Community |
| Indicator: | Fire Drills, Lock Down Drills, Needs Assessment, Campus Walk-Throughs |
| Milestone date: | 30-Jun-16 |

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

Plan/Do

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| Strategy 1: | <p>Action steps: School Administration, Law Enforcement, UCPS Facilities Department, Faculty/Staff and Students will create and</p> <ol style="list-style-type: none"> 1. UCPS Safety School Plan implementation 2. BOE, UCPS and SVHS rules, policies, procedures implementation 3. Law Enforcement Collaboration and Implementation of rules, policies and procedures. |
| Strategy 2: | <p>Action steps:</p> |
| Strategy 3: | <p>Action steps:</p> |



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| Plan/Do | Professional development - Identify the professional development required to successfully implement the strategies above. | | | | | | | | | | | | | | | | | | | | | |
| | Staff person or group | Course name/title | Course provider | Date completed | | | | | | | | | | | | | | | | | | |
| | All Staff | | | 30-Jun-16 | | | | | | | | | | | | | | | | | | |
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| Check | <p>How will we fund these strategies and associated professional development?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Funding source 1: Local district funds</td> <td style="width: 30%;">Funding amount:</td> <td style="width: 20%; text-align: right;">\$0</td> </tr> <tr> <td>Funding source 2: Select a funding source</td> <td>Funding amount:</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Funding source 3: Select a funding source</td> <td>Funding amount:</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Funding source 4: Select a funding source</td> <td>Funding amount:</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td>Funding source 5: Select a funding source</td> <td>Funding amount:</td> <td style="text-align: right;">\$0</td> </tr> <tr> <td></td> <td>Total initiative funding:</td> <td style="text-align: right;">\$0</td> </tr> </table> <p>Review frequency: Quarterly</p> <p>Assigned implementation team:</p> | | | | Funding source 1: Local district funds | Funding amount: | \$0 | Funding source 2: Select a funding source | Funding amount: | \$0 | Funding source 3: Select a funding source | Funding amount: | \$0 | Funding source 4: Select a funding source | Funding amount: | \$0 | Funding source 5: Select a funding source | Funding amount: | \$0 | | Total initiative funding: | \$0 |
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| | Total initiative funding: | \$0 | | | | | | | | | | | | | | | | | | | | |
| <p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>UCPS BOE Safe School Plan Quarterly Reflation, Safety Drill Reports, Safety Logs, Student/Employee Discipline Reports (Confidential), Work Order Reports, UCPS Facilities Committee Data/Reports, Campus Improvements, etc...</p> | | | | | | | | | | | | | | | | | | | | | | |



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| Check | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| | UCPS BOE Safe School Plan Quarterly Reflation, Safety Drill Reports, Safety Logs, Student/Employee Discipline Reports (Confidential), Work Order Reports, UCPS Facilities Committee Data/Reports, Campus Improvements, etc... |
| | What does data show regarding the results of the implemented strategies? |
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| Act | Based upon identified results, should/how should strategies be changed? |
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Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #4

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| School Goal 1: | Develop, implement and evaluate policies to ensure that each student is well known by at least one adult advocate in the school who supports that student's educational experience. |
| Supports this district goal: | Safe, orderly, and caring schools producing healthy and responsible students |
| Target: | 100% of students |
| Indicator: | Each student shall have an advocate who knows them well and supports their education |
| Milestone date: | January 2016 & June 2016 |

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

Plan/Do

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| Strategy 1: | <p>Action steps: Design a structure that would allow school personnel to build strong relationships with students over time, gain</p> <ol style="list-style-type: none"> 1. Determine the criteria for advocacy 2. Determine which students are currently aligned with an advocate |
| Strategy 2: | <p>Action steps: Provide the necessary supports to prepare staff to implement the structure.</p> <ol style="list-style-type: none"> 1. Participate in district-wide professional learning with Principal Thomas-El on September 23, 2015. 2. Participate in district-wide professional learning for MTSS. |
| Strategy 3: | <p>Action steps: Implement the structure.</p> |



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| Plan/Do | Professional development - Identify the professional development required to successfully implement the strategies above | | | | | | | | | | | | | | | | | | | | | |
| | Staff person or group | Course name/title | Course provider | Date completed | | | | | | | | | | | | | | | | | | |
| | All Staff | | | 30-Jun-16 | | | | | | | | | | | | | | | | | | |
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| | Total initiative funding: | \$0 | | | | | | | | | | | | | | | | | | | | |
| <p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Results of the SIP Progress Checklists</p> | | | | | | | | | | | | | | | | | | | | | | |



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| Check | <p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Results of the SIP Progress Checklists</p> |
| | <p>What does data show regarding the results of the implemented strategies?</p> |
| Act | <p>Based upon identified results, should/how should strategies be changed?</p> |



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #3

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| School Goal 1: | Formalize and implement with fidelity system-wide procedures that implement and support collaboration operations as a collaborative learning organization |
| Supports District Goal: | Quality teachers, administrators, and staff providing innovative leadership for 21st century schools |
| Target: | All Staff |
| Indicator: | Shall Participate In PLCs |
| Milestone date: | By June 30, 2016 |

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

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| Plan/Do | Strategy 1: Establish School Leadership Team and PLC Teams | <p>Action steps: PLC's shall meet both formally and informally, occur horizontally and vertically, and promote healthy productive decision-making about student learning and the conditions that support student learning</p> <ol style="list-style-type: none"> 1. Select and/or organize team members 2. Build shared knowledge 3. Compile and analyze school data 4. Review the School Improvement Plan 5. Establish compelling purpose, norms and collective commitments |
| | Strategy 2: Implement/maintain PLC process | <p>Action steps:</p> <ol style="list-style-type: none"> 1. Identify areas of improvement 2. Create SMART goals 3. Focus and align activities and strategies 4. Monitor progress 5. Pacing Guides, Common Assessments |



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| Plan/Do | Professional development - Identify the professional development required to successfully implement the strategies above | | | | | | | | | | | | | | | | | | | | | |
| | Staff person or group | Course name/title | Course provider | Date completed | | | | | | | | | | | | | | | | | | |
| | All Staff | | | On-Going | | | | | | | | | | | | | | | | | | |
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| | Total initiative funding: | \$0 | | | | | | | | | | | | | | | | | | | | |
| <p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>EOCs, NC Final Exams, ACT, ACT WorkKeys, Growth Status, AMO Targets, Graduation Rates, Math Course Rigor, Teacher Working Conditions Survey, Parent Survey, Student Survey, Teacher Evaluations, Departmental Meeting Minutes</p> | | | | | | | | | | | | | | | | | | | | | | |



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| Check | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| | EOCs, NC Final Exams, ACT, ACT WorkKeys, Growth Status, AMO Targets, Graduation Rates, Math Course Rigor, Teacher Working Conditions Survey, Parent Survey, Student Survey, Teacher Evaluations, Departmental Meeting Minutes |
| Act | What does data show regarding the results of the implemented strategies? |
| | Based upon identified results, should/how should strategies be changed? |



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
 AdvancEd External Review Required Actions #1

| | | |
|----------------|----------------------------------|---|
| Plan/Do | School Goal 1: | Fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. |
| | Supports District Goal 4: | 21st century system operating effectively and efficiently |
| | Target: | All UCPS Schools |
| | Indicator: | Will Implement The SIP Process With Fidelity |
| | Milestone date: | By June 30, 2016 |

Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

| | | |
|----------------|--|---|
| Plan/Do | Strategy 1: | Action steps: |
| | Implement with fidelity, the district's SIP process | <ol style="list-style-type: none"> 1. Present principals with the SIP process 2. Conduct SIP work session at leveled meetings 3. Conduct peer reviews of plans and provide feedback 4. Conduct director reviews of plans and provide feedback 5. Directors complete progress checklist with individual schools |



Professional development - Identify the professional development required to successfully implement the strategies above

| Staff person or group | Course name/title | Course provider | Date completed |
|-----------------------|-------------------|-----------------|----------------|
| All UCPS Schools | | | |
| | | | |
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Plan/Do

How will we fund these strategies and associated professional development?

| | | | |
|-------------------|-------------------------|----------------------------------|------------|
| Funding source 1: | Local district funds | Funding amount: | \$0 |
| Funding source 2: | Select a funding source | Funding amount: | \$0 |
| Funding source 3: | Select a funding source | Funding amount: | \$0 |
| Funding source 4: | Select a funding source | Funding amount: | \$0 |
| Funding source 5: | Select a funding source | Funding amount: | \$0 |
| | | Total initiative funding: | \$0 |

Review frequency: Twice per year

Assigned implementation team:

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

Results of the SIP Progress Checklist

Check





| | |
|--------------|--|
| Check | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| | Results of the SIP Progress Checklist |
| | What does data show regarding the results of the implemented strategies? |
| | |
| Act | Based upon identified results, should/how should strategies be changed? |
| | |



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Action #2

| | |
|----------------------------------|---|
| School Goal 1: | Engage students in learning through instructional strategies that ensure achievement of learning expectations |
| Supports District Goal 1: | High achieving and globally competitive students |

| | |
|------------------------|---|
| Target: | A 2% increase in student performance, including growth and proficiency, on the state's end of course (EOC) assessments. |
| Indicator: | Students shall meet or exceed their expected growth |
| Milestone date: | By June 30, 2016. |

Plan/Do

| | |
|--|---|
| Strategy 1: Teachers will attend high-yield instructional strategies training for utilization in the classroom | <p>Action steps: Utilize instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as an instructional resource and learning tool.</p> <ol style="list-style-type: none"> ITFs will offer weekly sessions on research-based instructional technology strategies and Schoolnet ICFs will offer sessions on research-based high-yield strategies and Schoolnet |
| Strategy 2: Teachers will receive feedback and coaching on the implementation of the strategies | <ol style="list-style-type: none"> District-level and school-based administrators and support staff will perform formal and walk through visits to observe instructional practices and provided feedback and coaching to teachers. |
| Strategy 3: Teachers will measure the effectiveness of the strategies on student achievement | <p>Action steps: Instructional strategies and interventions must be personalized to address the individual learning needs of all students</p> <ol style="list-style-type: none"> Teachers will compile appropriate data such as previous EOC scores, benchmark results, formative classroom assessment results. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies. Teachers will adjust their instruction as needed to meet the needs of all students. |



Professional development - Identify the professional development required to successfully implement the strategies above

| Staff person or group | Course name/title | Course provider | Date completed |
|-----------------------|-------------------|-----------------|----------------|
| UCPS ICFs and ITFs | Schoolnet | UCPS and NCDPI | |
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Plan/Do

How will we fund these strategies and associated professional development?

| | | | |
|--------------------------|-------------------------|----------------------------------|------------|
| Funding source 1: | Local district funds | Funding amount: | \$0 |
| Funding source 2: | Select a funding source | Funding amount: | \$0 |
| Funding source 3: | Select a funding source | Funding amount: | \$0 |
| Funding source 4: | Select a funding source | Funding amount: | \$0 |
| Funding source 5: | Select a funding source | Funding amount: | \$0 |
| | | Total initiative funding: | \$0 |

Review frequency: Quarterly

Assigned implementation team:

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

EOCs, NC Final Exams, ACT, ACT WorkKeys, Growth Status, AMO Targets, Graduation Rates, Math Course Rigor, Teacher Working Conditions Survey, Parent Survey, Student Survey, Teacher Evaluations, Departmental Meeting Minutes

Check

| | |
|--------------|---|
| Check | How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) |
| | EOCs, NC Final Exams, ACT, ACT WorkKeys, Growth Status, AMO Targets, Graduation Rates, Math Course Rigor, Teacher Working Conditions Survey, Parent Survey, Student Survey, Teacher Evaluations, Departmental Meeting Minutes |
| | What does data show regarding the results of the implemented strategies? |
| | |
| Act | Based upon identified results, should/how should strategies be changed? |
| | |

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes No Implement strategies for improving performance of all students?

Yes No Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Yes No Plan use of staff development funds?

Yes No Plan for use of assessments to monitor student progress?

Yes No Provide daily duty-free lunch to teachers?

Yes No Provide at least five hours of planning time for teachers each week?

Yes No Implement strategies for involving parents and the community in the educational program?

Yes No Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Title I schoolwide 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.

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



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.

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

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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,

| | | | 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 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. | | | | | | | |
|---|-------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | 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 attract highly qualified teachers to our high-need schools, 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 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

| | | | 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:



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

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

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

| | | | 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 for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

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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.

| | | | 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 differentiation strategies, in addition to our focus on the priority goals listed in this plan:

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

| | | | 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:



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:



Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

Professional development requirements: Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor 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 school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:



Notification to parents: Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.

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

Our school is providing written notification to parents in the following manner:



School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

| | | | 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, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:



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 | | | | | | | |
| | | | | | | | |



**School-based Management and Accountability Program
 Summary of School-based Waiver Requests
 Program Years: 2014-2016**

LEA or Charter School Name/Number: Select your school district/charter school

| School Number(s) | Request for Waiver |
|------------------|---|
| | 1. Please describe the waiver you are requesting. |
| | |
| | 2. Identify the law, regulation, or policy from which exemption is requested. |
| | |
| | 3. State how the waiver will be used. |
| | |
| | 4. State how this waiver helps achieve the specific performance goals |
| | |

(Please duplicate this sheet as needed for additional waivers.)

| | |
|---|---------------|
| _____ Signature of Superintendent/Designee | _____ Date |
|---|---------------|