

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

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

<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>

School Vision and Mission Statements for South Providence School

Vision:

Our vision is to incorporate the tenets of Positive Behavior Intervention Support (PBIS), Response to Intervention (RtI), Professional Learning Communities(PLC) to empower students to make positive change in academics, behavior, and character to become career and college ready.

Mission:

South Providence School exists to provide each student a diverse education in a safe, supportive environment that promotes respect, integrity, safety, and excellence (RISE) by utilizing evidenced-based behavioral and academic interventions.



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

School Name/Number:

South Providence School/365

School Address:

500 South Providence Street Waxhaw, NC 28173

Plan Year(s):

2014-15 & 2015-16

Date prepared:

9/15/2014 modified on 9/23/15

Principal Signature: _____

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	Willie Howard III		
Assistant Principal Representative	Suzanne Black		
Teacher Representative	Jenny Shackelford		
Inst. Support Representative	Joanne Anderson		
Teacher Representative	Sarah Mohr		
Parent Representative	Doug Viele		
Teacher Representative	Chad Mahaffey		
Teacher Representative	Kristen Herman		
Teacher Representative	Heather Diaz		
Teacher Representative	Paul Ruefle		
Teacher Representative	Amy Thomas		
Assistant Principal Representative	John Turner		
Assistant Principal Representative	Billy Hopkins		
Parent Representative	Cheryl Viele		

* 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?

1. Based on the NC Alternative School Model, South Providence is rated at "Maintaining." 2. According to 2014 student survey results, 81% of students feel they have a positive relationship with at least one teacher. 3. According to 2014 student survey results, 95% of students feel South Providence is an illegal drug free school. 4. According to 2014 Power School discipline data, total student office discipline referrals dropped from 906 at the end of June 2013 to 785 at the end of June 2014.

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

1. Less than 5% of South Providence students are performing at grade level according to EOG and EOC results from June, 2014. 2. Only 67% of high school students were present for 2014 EOC testing. 3. Although, South Providence School earned a rating of “Maintaining” on the Alternative School Model, we did not meet the 95 percent testing participation rate requirement for either the school as a whole or for a subgroup for the 2014–15 school year. South Providence School tested NC End-of-Grade – Reading 6-8- all – 1st year, 88 percent; Reading 6-8-EDS 89 percent; Math 6-8-all 91 percent and EDS 92 percent; Science 8th-all-87percent. As a result of falling below the testing participation requirement, South Providence School has created a plan of action to ensure that moving forward; there will be full participation from all subgroups at our school. South Providence School did not meet the 95 percent testing participation rate requirement for either the school as a whole or as a subgroup for three consecutive years. South Providence School tested NC End-of-Course – all-93 percent; NC End-of-Course - AA at 93 percent for the 2nd year; and NC End-of-Course –EDS- 93 percent for the 3rd year.

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

1. PBIS data not used proactively to determine school hotspots. South Providence will utilize district provided web-based program to proactively track and analyze data. The data from the Educators Handbook will provide reliable data to identify school-wide hotspots. Data will then be used to determine interventions.

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.

Based on review of the data, the top priorities for South Providence school are: 1. Improve student performance on end of year accountability exams. 2. Utilize Educator Handbook data tracking to improve student behaviors. 3. By implementing the following measures below, we can increase the participation rate to 95 percent or greater for specific subgroups of the state mandated NC End-of-Grade and/or NC End-of-Course test administrations.

- Our guidance counselors will track and identify scholars who have consistent absences to ensure that South Providence obtains the required 95 percent participation rate.
- Each scholar who is identified to have frequent attendance concerns will be provided with a school advocate to ensure that South Providence obtains the required 95 percent participation rate.
- The Testing Coordinator, guidance counselor and/or school administrators will contact parent/guardians of scholars who are identified as having attendance issues to ensure that South Providence obtains the required 95 percent participation rate.
- Scholars who attend required testing dates will earn PBIS incentives to ensure that South Providence obtains the required 95 percent participation rate.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase the number of students scoring proficient on the North Carolina End of Grades tests.

School Goal 1: : South Providence Middle School students will improve their overall proficiency levels as measured by the NC EOG's.

Supports this district goal: High achieving and globally competitive students

Target: All South Providence Middle School Students
Indicator: EOG Results
Milestone date: June, 2016

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

Plan/Do

	<p>Action steps: Given the data from diagnostic leveling of students in reading, ELA teachers will provide small group instruction, individualized instruction, PLC, and PBIS as a Response to Intervention: 1. Create cross curricular connections for literacy comprehension through research based teaching and learning strategies Language arts and other core and elective classes will use common vocabulary to support academic growth. 2. Open ended questions throughout curricular studies will focus on the evidentiary / logical support of arguments through critical thinking and active reading strategies. 3. Participation in collaborative planning within school Professional Learning Community (PLC) 4. We will create a master</p>
Strategy 1:	
	<p>Action steps: Students will be provided with additional support in Math based upon the data from diagnostic/assessments. 1. EC Resource instructional level interventions. 2. We will provide instructional leadership with administrative attendance and participation in all planning sessions. 3. We will provide instructional feedback and support. 4. We will develop teacher capacity to create assessments, and implement effective lesson plans. 5. Effective lesson planning will support teachers' efforts to create engaging lessons, thus causing students to participate at a higher level in the educational process. 6. LLI, READ 180 curriculum will be utilized during the SOAR (45 min. Remediation/Enrichment). 7. Ripple Effects curriculum will be utilized to correct</p>
Strategy 2:	
	<p>Action steps: Establish proactive and structured research-based approaches to support student social, emotional, and behavioral needs. 1. The PBIS system of behavior management creates a school-wide reward system through which positive behaviors are reinforced, and sets the expectation that individual classroom management systems will be structured accordingly. Students will miss less instructional time due to suspensions, thus perform better academically. This system of student management is designed to not only avoid negative behavior, but to further reinforce positive behavior. 2. Establish partnership with Monroe Police Department Mentoring Program 3. Assign each student with an Adult Advocate within South Providence Middle School.</p>
Strategy 3:	

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	Non-violent crisis intervention	UCPS	On-going
Group	Ripple Effects	Damon Cato (Ripple Effects rep.)	On-going
Group	Principal EI	UCPS	23-Sep-15
Group	SchoolNet	ICF's	On-going
All staff	Canvas Challenge	ITF's	On-going
How will we fund these strategies and associated professional development?			
Funding source 1:	School general 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?			
District Benchmark results, EOG results, READ 180 data, PBIS data, Ripple Effects data, Educators Handbook dashboard data.			

Plan/Do

Check



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>Positive results from benchmark data as well as Educators Handbook in terms of discipline data will help determine if strategies are effective.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>Current data shows that referrals on junior and seniors have significant less referrals than freshman and sophomores. Current data from the Ed. Handbook also informs us that referrals spike on Tuesday. The discipline data from Ed. Handbook informs us also as to what specific behaviors need support via Ripple Effects.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be determined upon next SIP quarterly review</p>





Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Less than 15% of South Providence high school students are performing at grade level based upon the Performance Composite GLP EOC results from June, 2015.

School Goal 1:	By June 2016, South Providence high school students will increase EOC proficiency levels in English, Math and Biology EOCs.
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Supports this district goal:	High achieving and globally competitive students
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Target:	All South Providence high school students
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Indicator:	EOC results
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Milestone date:	January and June 2016 EOCs
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Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	<p>Action steps: Strategy # 1: Students will be provided research based and tiered levels of interventions through the use of PBIS, MTSS, RTI and PLC in order to raise student proficiency levels in English and Biology. The action steps are as follows: 1. Implement and monitor student progress utilizing Read 180. 2. Implement and monitor student progress utilizing Leveled Literacy Intervention (LLI). 3. Weekly team behavioral PLC to identify students at risk of failing due to chronic behaviors and high levels of absenteeism. 4. Daily EC Resource instructional level intervention. 5. Utilize foundation courses to improve student skills before enrolling in EOC courses.</p>
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Strategy 2:	<p>Action steps: Strategy 2. Students will be provided research based and tiered levels of interventions through the use of PBIS, MTSS, RTI and PLC in order to raise student proficiency levels in Math. The action steps are as follows: 1. Implement and monitor student progress utilizing math programs. 2. Weekly team behavioral PLC to identify students at risk of failing due to chronic behaviors and high levels of absenteeism. 3. Daily EC Resource instructional level intervention. 4. Utilize foundation courses to improve student skills before enrolling in EOC courses.</p>
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Strategy 3:	<p>Action steps: Strategy 3. Implement and monitor school-wide behavior management plan. The action steps are as follows: 1. Conduct on-going training and support for Positive Behavior Intervention and Support (PBIS) implementation. 2. Weekly MS/HS Team meetings to identify students at risk of failing due to chronic behaviors and high levels of absenteeism. 3. Conduct on-going professional development in the areas of responses to differences in student-teacher relationship building.</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	Non-violent crisis intervention	UCPS	On-going
	All	Canvas Challenge	ITF	On-going
	Staff	SchoolNet	ICF's	On-going
Check	How will we fund these strategies and associated professional development?			
	Funding source 1:	School general 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, benchmarks, OdysseyWare, NCWrite, Read 180, .			



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Benchmark data along with EOC results.
Act	What does data show regarding the results of the implemented strategies?
	To be determined
	Based upon identified results, should/how should strategies be changed?
	To be determined



Priority Goal 3 and Associated Strategies

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

School Goal 1:	Formalize and implement with fidelity system-wide procedures that implement and support collaboration operational as a collaborative learning organization (Professional Learning Communities; PLCs)
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Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
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Target:	All staff
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Indicator:	shall participate in PLCs
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Milestone date:	by June 2016
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Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	Action steps: PLCs 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.
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- | | |
|---|---|
| Establish School Leadership Team and PLC Teams | <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:	Action steps:
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- | | |
|---------------------------------------|--|
| Implement/maintain PLC process | <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 |
|---------------------------------------|--|

Plan/Do



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
	To be determined	PLCs at work	Learning Tree	
Check	<p>How will we fund these strategies and associated professional development?</p> <p>Funding source 1: Select a funding source Funding amount: \$0</p> <p>Funding source 2: Select a funding source Funding amount: \$0</p> <p>Funding source 3: Select a funding source Funding amount: \$0</p> <p>Funding source 4: Select a funding source Funding amount: \$0</p> <p>Funding source 5: Select a funding source Funding amount: \$0</p> <p style="text-align: right;">Total initiative funding: \$0</p> <p>Review frequency: Quarterly</p> <p>Assigned implementation team:</p>			
	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Artifacts produced by PLCs.</p>			



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

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 District Goal 5: 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 4 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy: Create a system that allows school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students.

Action steps:

- Strategy 1:**
1. Determine the criteria for advocacy.
 2. Determine which students are currently aligned with an advocate.
 3. Survey staff
 4. Assign staff to students, both off survey and unaligned w/any current staff
 - 5.

Action steps:

- Strategy 2:**
1. Participate in district-wide professional learning with Principal Thomas-El on September 23.
 2. Participate in district-wide professional learning for MTSS.
 3. Continue PD on relationship building
 4. Participate in advocacy training

Strategy: Implement the structure

Action steps:

- Strategy 3:**
1. Staff will meet on a bi-weekly basis w/selected students January 2016
 2. Staff will meet on a weekly basis w/selected students June 2016
 3. Staff members will advocate as needed to administrators, counselors, other staff regarding student questions
 - 4.



Plan	<p>How will we fund these strategies and associated professional development?</p> <table> <tr> <td>Funding source 1:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td>\$0</td> </tr> <tr> <td>Funding source 2:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td>\$0</td> </tr> <tr> <td>Funding source 3:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td>\$0</td> </tr> <tr> <td>Funding source 4:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td>\$0</td> </tr> <tr> <td>Funding source 5:</td> <td>Select a funding source</td> <td>Funding amount:</td> <td>\$0</td> </tr> <tr> <td></td> <td></td> <td>Total initiative funding:</td> <td>\$0</td> </tr> </table> <p>Review frequency: Twice per year</p> <p>Assigned implementation team:</p>	Funding source 1:	Select a funding source	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
	Funding source 1:	Select a funding source	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																						
Check	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>Results of the SIP Progress Checklist</p>																								
	<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 Checklist</p>																								
Check	<p>What does data show regarding the results of the implemented strategies?</p>																								



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

Act



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 Grade (EOG) and End of Course (EOC) assessments
Indicator:	
Milestone date:	by June 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 students 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 EOG and 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	On-going

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	Select a funding source	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:

Check

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

School Improvement Plan Checklist

Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Analyze a variety of data sources
	What does data show regarding the results of the implemented strategies?
	To be determined
Act	Based upon identified results, should/how should strategies be changed?
	To be determined



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:

Yes No **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:



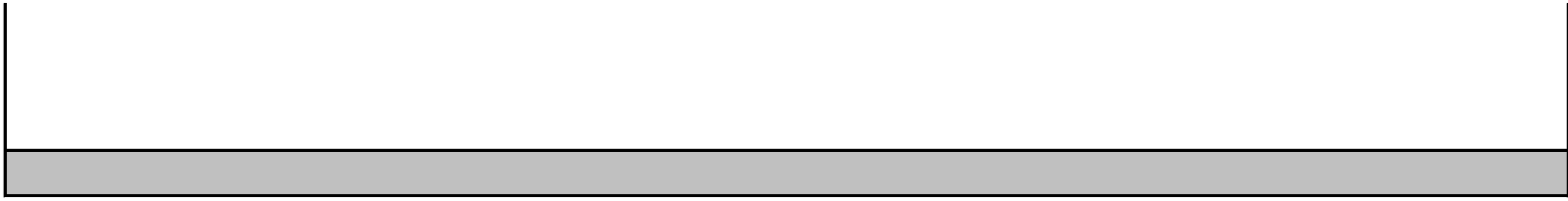
Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (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:

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 attract highly qualified teachers to high-need schools:

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:

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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
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	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.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		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:

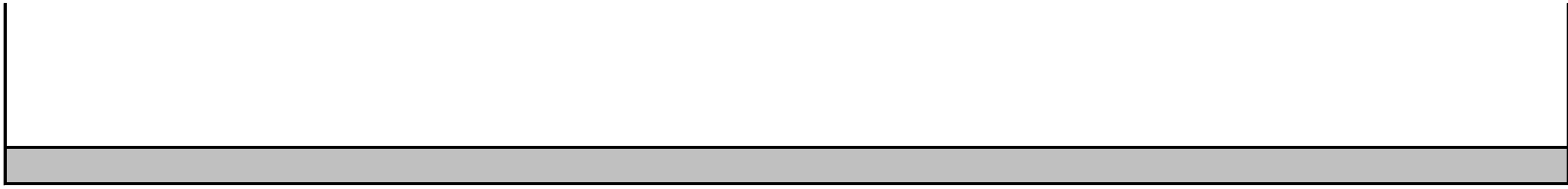
SEA:



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					

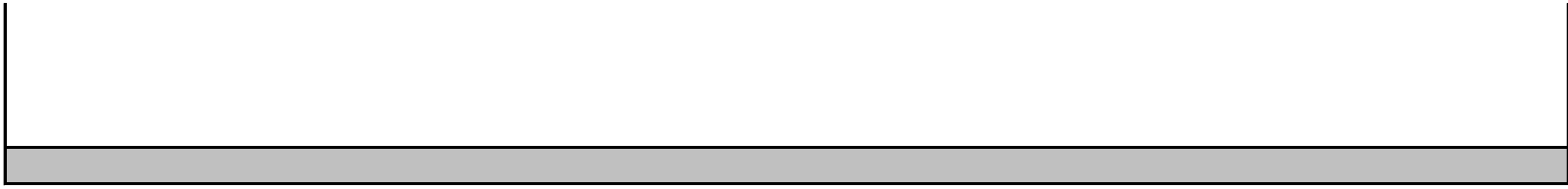
Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:



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							



