

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. 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 Informationrelated to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p>
<p>Title III AMAO School Process Informationrelated 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 Shiloh Elementary School

Vision:

The vision of Shiloh Elementary School is to provide our students with a positive, rigorous, and rewarding educational experience.

Mission:

The mission of the Shiloh Community is to provide a safe and rigorous learning environment that prepares our students to become successful citizens in a global society.

UCPS Mission: Preparing All Students to Succeed



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?

Shiloh Elementary School was awarded the Blue Ribbon Award by the US Department of Education during the 2013-14 school year. As an officially recognized 2013 US Blue Ribbon School, Shiloh was recognized for its outstanding academic progress. Shiloh administered the North Carolina End of Grade (EOG) tests in May, 2014. The following results were yielded: Overall percentage of 3rd grade students passing Reading with a Level 3,4,5: 71.43%. 56.04% of students scored a Level 4 or 5. Overall percentage of 3rd grade students passing Math with a Level 3,4,5: 90.11%. 72.53% of students scored a Level 4 or 5. Overall percentage of 4th grade students passing Reading with a Level 3,4,5: 74.03%. 63.64% of students scored a Level 4 or 5. Overall percentage of 4th grade students passing Math with a Level 3,4,5: 84.42%. 74.03% scored a Level 4 or 5. Overall percentage of 5th grade students passing Reading with a Level 3,4,5: 72.22%. 56.48% scored a Level 4 or 5. Overall percentage of 5th grade students passing Math with a Level 3,4,5: 87.27%. 80% scored a Level 4 or 5. Shiloh Overall scores for Grades 3-5 Reading and Math scores of the 2014 NC EOGs are as follows: Reading (Levels 3,4,5): 72.56%. Reading (Levels 4,5): 58.72%. Math (Levels 3,4,5): 87.26%. Math (Levels 4,5): 75.52%. 5th grade Science: 81.65% scored a Level 3,4,5. 73.39% scored a Level 4,5. This analysis indicates that our Math instruction is a strength. Our 5th grade Science EOG scores grew by over 30% from the 2012-13 school year. Shiloh's gap between our Hispanic and White students on Levels 3,4,5 on the 2014 Reading EOGs was lowered to 3.5%, compared to 13.3% the previous year. In Math, the percentage was lowered to 1.3%, down from 30.0% the previous year on the 2014 EOG Math for these two groups. Shiloh's gap between our Black and White students on the 2014 Math EOGs for Levels 4,5 was lowered to 16.3%, compared to 17.0% the previous year.

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

We recognize that we have to do more to improve our Reading scores. As a result of that realization, we have the following programs in place: Shiloh's Literacy Night. This began during the 2013-14 school year, but at this year's event held on 9/18/14, we expanded the event to include more presentations by Shiloh staff on ways that parents can work with their children at home to increase their literacy skills. More than 100 people attended this event, and they were treated to 4 different sessions by our staff, and by members from the Union County Public Library as well as other UCPS staff, on how to promote reading at home. During the 2014-15 school year, Shiloh will implement the SHOW ME program. This is essentially an "open library" event that will take place three times during the school year. The parents will be allowed to come with their students to our library, check out books, receive book marks with tips on reading, and participate in a book swap. We recognize that we need to continue with the use of our school-based tutors. We currently have four tutors working with our students in small groups. Our grade levels are using the WIN ("What I Need") time when possible to meet the needs of their students based on student performance data. Shiloh also offers the BLAST after school tutoring program for selected students. Students will receive instruction in reading and math by Shiloh staff on certain Tuesday afternoons throughout the year. After school tutoring in Reading and Math is also provided to students who attend Shiloh's After School through the "SHAPE" program. We will again host the BREAK program during our Fall and Spring intersessions. BREAK will be for three half-days for students in grades 3-5 whose teachers have chosen them to participate. Our Professional Development has expanded to include appropriate book studies and presentations in order to help our teachers be better equipped to help their students succeed. A 3.5% gap exists between Shiloh's Hispanic and White students for Levels 3,4,5 on the EOG Reading test, according to the 2013-14 results. A 1.3% gap exists between these two groups in Math for Levels 3,4,5 according to the same test. A 16.3% gap exists between Shiloh's Black and White students on the EOG Math test for Levels 4-5, according to the 2013-14 results. A 27.3% gap exists between these two groups in Reading according to the same test for Levels 4-5. Shiloh's staff will continue to provide programs aimed at small-group, well-planned instruction to lower this gap. (As listed, examples also include BREAK, BLAST, WIN, Shiloh tutors, small groups in the classrooms, etc.)

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

Data from the 2013-14 school year was collected and analyzed for the purposes of this plan. At Shiloh, we will continue to collect and analyze data from our current school year in Reading and Math in order to help us drive our instruction to best meet the needs of our students. This will be done through frequent analysis of formative and summative assessments. This will be accomplished through grade level planning, staff meetings, and professional development training sessions for staff. We will continue to look for ways to measure and ensure that our students are making growth. The Shiloh administration believes and follows the practice of continuous improvement so that we can best meet the needs of our students and help them to succeed.

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.

As a school, we have identified the following priorities for Shiloh Elementary School for the 2014-15 & 2015-16 school years: 1) Increase reading stamina for all students, especially during the transition from grades 2-3. 2) Close the achievement gap between white students and both Black and Hispanic students. 3) Work to ensure that our students show growth as measured through both summative and formative assessments. 4) Decrease the achievement gap between EOG reading and math scores. Additionally, increasing our 5th grade Science EOG scores continues to be identified as a priority.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Grade level proficiency in Reading in grades K-5.

School Goal 1: Increase the percentage of students at each grade level demonstrating grade level proficiency in Reading.

Supports this district goal: High achieving and globally competitive students

Target: All Shiloh students

Indicator: Numbers of students demonstrating grade level proficiency in Reading

Milestone date: 6/4/2015 and June 2016

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

Strategy 1: Identify a school-wide Reading goal at Shiloh for all Teachers
Action steps: Shiloh Teachers will include the above goal on their Professional Development Plans for this school year and next school year. This will be a school-wide Reading goal.

1. Identify the above goal as a requirement for each Teacher's Professional Development Plan. 2. Grade Levels meet together to discuss the goal. 3. Review the percentages on grade level of current students as shown through benchmark assessments.

Strategy 2: Implement strategies to increase grade level proficiency.
Action steps: Shiloh Teachers will engage in active efforts to increase student reading proficiency across all grade levels.

1. Professional Development provided on Reading strategies to Shiloh teachers on Professional Development Wednesdays and during grade level meetings. 2. Increased communication between Shiloh administration/Grade Level Chairs and UCPS Curriculum staff. 3. Document guided reading groups/strategy and/or small groups in Teacher lesson plans to demonstrate differentiation. 4. Participation in a book study for Teachers.

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
Shiloh's Administrative Team		Administration	6/4/2015 & June 2016
Shiloh's Grade Levels		Shiloh Teachers	June 4 2015 & June 2016
Shiloh Staff	Book studies on Literacy:	Shiloh Administrative Team and Shiloh Teachers	June 4 2015 & June 2016
	Conferring with Readers		
	Positive Discipline in the Classroom		
	Catching Readers Before They Fall		
	Learning Words Inside and Out		
How will we fund these strategies and associated professional development?			
Funding source 1:	School general funds	Funding amount:	\$300
Funding source 2:	Local district funds	Funding amount:	\$700
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:	\$1,000
Review frequency:	Quarterly		
Assigned implementation team:			
What data will be used to determine whether the strategies were deployed with fidelity?			
End of year data, including EOG test scores, parent survey results, teacher grades (formative/summative), mClass, teacher survey results.			

Plan/Do

Check



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Student achievement data (EOG, Read to Achieve data), benchmark testing (F & P, mClass).
Check	What does data show regarding the results of the implemented strategies?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.
Act	Based upon identified results, should/how should strategies be changed?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Increased communication with stakeholders about school programs.

School Goal 2:

Increase the percentage of parents who indicate that they are aware of the variety of programs offered for their child at Shiloh as indicated on the UCPS parent survey.

Supports this district goal:

Leadership will guide innovation in collaboration with family, business, and community members

Target:

All Shiloh families/stakeholders

Indicator:

Results of UCPS Parent Survey

Milestone date:

May-June, 2015 & June, 2016

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

Plan/Do

Strategy 1:
Identify steps needed in order to better communicate with parents about the programs offered for their children at Shiloh.

Action steps: Shiloh teachers and administration will make consistent efforts to inform the school community of the various programs offered at Shiloh for our students.

1. Identify/compile a list of the various programs offered at Shiloh for our students. 2. Grade levels and the administrative team will work on the list. 3. Shiloh will then post these programs on our website, Facebook, etc., for our parents to read. 4. Shiloh will update and print a new brochure about the school. The brochure will be provided to all new students registering throughout the year, available at school events where parents are present, and be placed in Kindergarten registration packets.

Shiloh staff will inform parents, through a variety of means, about the programs offered to our students.

Action steps: Shiloh staff members will present information to our school community on the various programs offered during an after-school/evening event.

1. Shiloh will host a "Shiloh 101" informational session for parents that will inform them of the programs offered at Shiloh during our Fall Literacy Night in September, 2014. This will also include a presentation from our EC staff. 2. Shiloh will post information from the presentation on our website. 3. Shiloh staff will remind parents of where to find information on our school programs during night-time events such as MASH movie nights, Chorus concerts, etc. 4. Shiloh staff will conduct periodic surveys with parents to determine their awareness of the programs that we offer. 5. The Shiloh brochure will also be available at our Book Fairs. 6. Shiloh will maintain a "Did you Know?" section on our website aimed at spreading the word about programs offered at school.



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

Plan/Do

Staff person or group	Course name/title	Course provider	Date completed
Administration/Shiloh staff	Shiloh's Literacy Night	Various Shiloh staff/community members (Union County Public Library)	9/18/2014
Administration/Shiloh staff	Communicate through social media/present at night functions at school		6/1/2015 & June, 2016

How will we fund these strategies and associated professional development?

Funding source 1: School general funds	Funding amount:	\$300
Funding source 2: School general funds	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:	\$300

Review frequency: Quarterly

Assigned implementation team: Shiloh Administration

Check

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

End of year data, including EOG test scores, parent survey results, teacher survey results.



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 on the UCPS Parent Survey from 2015 & 2016. Student achievement data, benchmark testing.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be analyzed at the end of the 2014-15 and 2015-16 school years.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be analyzed at the end of the 2014-15 and 2015-16 school years.</p>

Priority Goal 3 and Associated Strategies

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

School Goal 3:	Formalize and implement with fidelity system-wide procedures that implement and support collaboration operations as a collaborative learning organization (Professional Learning Communities; PLCs)
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Target:	All Shiloh staff
Indicator:	Participation in PLCs
Milestone date:	June 4, 2015 & June, 2016

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

Plan/Do

Strategy 1: Establish School Leadership Team and PLC Teams	<p>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.</p> <ol style="list-style-type: none"> 1. Select and or organize team members (Shiloh's "color teams" identified in July, 2014.) 2. Build shared knowledge (Through Shiloh staff meetings and professional development meetings.) 3. Compile and analyze school data (In Shiloh staff meetings and Site-Based meetings.) 4. Review the School Improvement Plan (In Shiloh staff meetings and Site-Based meetings.) 5. Establish compelling purpose, norms and collective commitments (On-going through Shiloh Committee meetings, communications with staff, grade level/staff meetings, etc.)
Strategy 2: Implement/ maintain PLC process	<p>Action steps: Shiloh administration/leadership team to continue on-going efforts to monitor the PLC process.</p> <ol style="list-style-type: none"> 1. Identify areas of improvement (Shiloh Site-Based meetings) 2. Create SMART goals (Shiloh Site-Based meetings) 3. Focus and align activities and strategies (Shiloh Site-Based meetings) 4. Monitor progress (On-going.)



Professional development - Identify the professional development required to successfully implement the strategies above			
Staff person or group	Course name/title	Course provider	Date completed
Shiloh's Site-Based Team		Shiloh's Site-Based Team members	6/4/2015 & 6/16
On-going in-house staff		Shiloh Staff	6/4/2015 & 6/16
Shiloh Committees		Shiloh Committee members	6/4/2015 & 6/16
Shiloh Administrative Team		Spencer, Aldredge, McGinniss, Hasty	6/4/2015 & 6/16
Shiloh Teachers	One Day Institute on Implementing Units of Study in Opinion, Instruction, and Narrative Writing	UCPS/NY Summer Writing Institute 2014	6/4/2015 & 6/16
How will we fund these strategies and associated professional development?			
Funding source 1:	School general funds	Funding amount:	\$300
Funding source 2:	Local district funds	Funding amount:	\$400
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:	\$700
Review frequency:	Quarterly		
Assigned implementation team:			
What data will be used to determine whether the strategies were deployed with fidelity?			
End of year data, including EOG test scores, parent survey results, teacher survey results.			

Plan/Do

neck

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>Student achievement data, benchmark testing.</p>
	<p>What does data show regarding the results of the implemented strategies?</p> <p>To be analyzed at the end of the 2014-15 and 2015-16 school years.</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p> <p>To be analyzed at the end of the 2014-15 and 2015-16 school years.</p>

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Actions #1

Plan/Do

School Goal 4:	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:	Shiloh will implement the SIP process with fidelity.
Milestone date:	by June 15, 2015 & June 2016

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

Strategy 1: Implement with fidelity, the district's SIP process	<p>Action steps:</p> <ol style="list-style-type: none"> 1. Present principals with the SIP process (This began at the August, 2014 principals' meeting.) 2. Conduct SIP work session at leveled meetings (TBD by UCPS Administration) 3. Conduct peer reviews of plans and provide feedback (October 2014/15) 4. Conduct director reviews of plans and provide feedback 5. Directors complete progress checklist with individual schools
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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 Administrative team	Through Principals' meetings	UCPS Administrators	June 2015 & June 2016

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: 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.
Check	What does data show regarding the results of the implemented strategies?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.
Act	Based upon identified results, should/how should strategies be changed?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

AdvancEd External Review Required Action #2

School Goal 5:	Engage students in learning through instructional strategies that ensure achievement of learning expectations
Supports District Goal 1:	High achieving and globally competitive students

Target:	Students at Shiloh in grades 3-5
Indicator:	A 2% increase in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments
Milestone date:	by June 15, 2015/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. (Brady Thomas- housed at Shiloh.) ICFs will offer sessions on research-based high-yield strategies and Schoolnet. Building-level curriculum support personnel will offer sessions that target strategies for interventions. (Deb Jameyson, UCPS Math Curriculum Coordinator, is housed at Shiloh.)
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. Shiloh administration will use Google Docs to record and share their classroom observations. (This began in September, 2014.)
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. (On-going at Shiloh.) Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies. (On-going through grade level meetings, staff meetings, etc.) Teachers will adjust their instruction as needed to meet the needs of all students. (On-going through the use of data.)



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	June 2015 & June 2016

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
Act	What does data show regarding the results of the implemented strategies?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.
Act	Based upon identified results, should/how should strategies be changed?
	To be analyzed at the end of the 2014-15 and 2015-16 school years.



Checklist of State-required On-going Operational Activities	
All Schools	
Does this school:	
<u>Yes</u>	Implement strategies for improving performance of all students?
<u>Yes</u>	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
<u>Yes</u>	Plan use of staff development funds?
<u>Yes</u>	Plan for use of assessments to monitor student progress?
<u>Yes</u>	Provide daily duty-free lunch to teachers?
<u>Yes</u>	Provide at least five hours of planning time for teachers each week?
<u>Yes</u>	Implement strategies for involving parents and the community in the educational program?
<u>N/A</u>	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:	
<u>Yes</u>	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:

<p>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.</p>							
			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					
<p>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:</p>							

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

			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.							
<p>Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.</p>							
			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					
<p>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:</p>							

<p>Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.</p>							
	<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					
<p>Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:</p>							

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, 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:							

<p>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.</p>							
			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:						

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 schoolwide 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 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:

N/A for Shiloh

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:						

<p>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,</p>							
<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						
<p>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:</p>							

N/A for Shiloh

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:

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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:							

<p>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.</p>							
			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					
	<p>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:</p>						

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:						

N/A for Shiloh

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.							
			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 providing written notification to parents in the following manner:						

N/A for Shiloh

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.							
<p>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.</p>							
			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:							

N/A for Shiloh

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:						

N/A for Shiloh

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**

****N/A**

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
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