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 ci

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 education

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

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

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

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:*
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)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
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)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan

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)

School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)

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)

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)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org)

Special Education Continuous Improvement Plan

Title I AYP (http://ayp.ncpublicschools.org)

Healthy Active Children Initiative (http://www.nchealthyschools.org)

School Vision and Mission Statements for Sun Valley Elementary

Vision:

The Vision Statement of Sun Valley Elementary is the following:
SVES leadership will partner with faculty, staff and parents to create an atmosphere of respect, confidence and high expectations for the entire SVES community.
SVES educators and staff will be passionate professionals who value and support the needs of diverse, 21st century learners. SVES students will gain confidence in their own abilities while demonstrating respect for themselves and others.
SVES parents and community partners will assist all members of SVES to build and support a positive, thriving, global learning community.

Mission:

The mission statement of Sun Valley Elementary is that the entire faculty and staff of Sun Valley Elementary School are dedicated to educating, enriching, and empowering all students to be confident, respectful members of our learning community. We will provide a positive environment while encouraging all students to grow to their greatest potential; academically, socially and emotionally, and excel in 21st century society. We are fully committed to partnering with all families to achieve this mission

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

School Address:

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

Principal Signature:

                                                                                                    Date

Local Board Approval Signature

                                                                                                    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	Casey Ball				
Assistant Principal	Jennifer Parker				
Teacher Representative	Julia Starnes				
Teacher Representative	Tonda Helms				
Teacher Representative	Zvi Vines				
Teacher Representative	Katelyn Huffman				

Teacher Representative	Summer Safrit				
Teacher Representative	Lori Robinette				
Teacher Representative	Clenzetta Evans				
Teacher Representative	Cole Hurst				
Teacher Assistant Representative	Penny Yelverton				
Parent Representative	Jen Lamphear				
Parent Representative	Micheal Lineberry				

* 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?

Sun Valley Elementary continues to succeed and demonstrate student academic growth. Based on the 2013-2014 End of Grade assessments, Sun Valley Elementary "Met Growth" in reading and math. Our College and Career Performance Composite is 64.8% and our Performance Composite for Grade Level Proficient is 74.5%. We met 31/31 of our state annually measured objectives (AMO's).
Based on our 2013-2014 Teacher Survey, the teachers reported to: have access to reliable communication technology, including phones, faxes and email; have clear understandings of policies and procedures about student conduct; work in a school environment that is safe; be effective leaders in this school; and use data to improve student learning.

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

In 2013-2014, 68.4% of White students were Career and College Ready in reading, math, and science with a gap of 19.8% between White and Hispanic students. The gap between White and Black students for reading, math and science was 15.9%. 12.9% Students with Disabilities (SWD) demonstrated Career and College Readiness with a gap of 55.5% between SWD and white students and a gap of 51.9% when compared to all students. Economically students were 49.8% Career and College Ready in reading, math, and science with a gap of 15% compared to all students.
Sun Valley Elementary uses formative and summative data to analyze student growth measures.   There continues to be a focus on intervention, strategies, Professional Learning Communities, small group, one-on-one support, and data discussions to provide targeted instruction to meet the needs of all students.

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

Sun Valley Elementary consistently collects and analyzes data in the areas of literacy, mathematics, and science by using formative and summative assessments. Assessment data in the form of Fountas and Pinnell assessments, mCLASS reports, grade level assessments, county and state math summative assessments, and conference notes will be utilized to track and analyze student growth during the school year. Teachers will collect, analyze, and record data for each student. Information will be forwarded to SVES administrators according to timelines established county expectations and building administrators.   Sun Valley Elementary faculty and staff members will participate in differentiated professional development activities based on individual/group needs.

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 upon the analysis collected, the top priorities for Sun Valley Elementary School are as follows: 1. Increase Career and College Readiness in reading for all students in grades 3-5 as indicated by school, county, and state assessments. 2. Close the achievement gap for White, Black, and Hispanic students in reading and math. 3. Decrease the achievement gap between Students with Disabilities and all others students in reading and math.

Priority Goal 1 and Associated Strategies

P l a n / D o	**Area for improvement and supporting data:** Sun Valley Elementary continues to show growth in student achievement; however, data indicates the need for growth in Career and College Readiness across all subgroups as measured by the state's End of Grade Assessment. The 2013-2014 data indicates gaps between subgroups (Black, Hispanic, EDS, and SWD) as compared to the overall school performance.

School Goal 1: **Supports this district goal:**	Increase Career and College Readiness in reading for all students in grades 3-5 as indicated by school, county, and state assessments.	
	High achieving and globally competitive students	

Target: Indicator: Milestone date:	Students, Professional Development for Teachers and Support Staff Formative & Summative Assessments, mClass Data, Fountas & Pinnell Data, AMO's, End of Grade Data May-15

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

	Action steps:
Strategy 1:	Implement the Balanced Literacy Model with fidelity in grades K-5 to ensure increased student performance levels in all subject areas. A. Incorporate Vertical Team Planning B. Review K-2 and 3-5 Reading Data C. Implement Literacy Intervention Block D. Utilize Teacher Assistants to support grades K-5 for Literacy Support

	Action steps:
Strategy 2:	1.Schedule monthly Staff Development for teachers and teacher assistants focusing on Balanced Literacy. A. Plan, organize and develop Balanced Literacy In-services via Curriculum Coordinator for K-5 teachers and teacher assistants. B. Provide administrative Literacy Professional Development for faculty/staff members after school.
	Action steps:
Strategy 3:	1Create two Balanced Literacy Focused Lab Classrooms with literacy support from curriculum Specialist. A. Identify Master teachers and provide consistent training in the Balanced Approach B. Systematically schedule K-5 teachers to observe Master classes. C. Establish teacher group to support Balanced Literacy Framework

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
Curriculum Coordinator	Balanced Literacy	Lindsey Williams	Mar-15
RtI Trainer	Response to Intervention Training	Jeni Jacobus and Jennifer Parker	Oct-15

How will we fund these strategies and associated professional development?

Funding source 1:	Local District Funds	**Funding amount:**	$0
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:	**$0**

Review frequency: Quarterly

Assigned implementation team: School Improvement Team

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

Sun Valley Elementary will utilize the following data to determine whether the strategies were deployed with fidelity: End of Grade Data, mClass Data, Fountas & Pinnell Data, School and County - Wide Assessments

Check

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

The following data will be used to determine whether the strategies led to progress toward the goal: End of Grade Data, mClass Data, Fountas & Pinnell Data, School and County - Wide Assessments, Lesson Plans, Walkthroughs, Observations, Data Discussions, Team Planning

	What does data show regarding the results of the implemented strategies?
	Use of assessments and benchmark testing has increased the amount of data teachers have to develop plans that address the specific needs of the students.
Act	**Based upon identified results, should/how should strategies be changed?**
	Sun Valley Elementary faculty/staff and administrators will continue to monitor student progress and implement strategies as identified.

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Based on our 2013-2014 Teacher Survey, the teachers reported to: have access to reliable communication technology, including phones, faxes and email; have clear understandings of policies and procedures about student conduct; work in a school environment that is safe; be effective leaders in this school; and use data to improve student learning. Teachers indicated a need to increase their ability to make professional decisions about instruction and opportunities to lead various initiatives in the school.

School Goal 1:

Supports this district goal:

Target: Indicator: Milestone date:

Develop, provide and maintain a systematic approach to distribute leadership roles and opportunities to enhance the instructional practices and rigor at Sun Valley Elementary

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

Sun Valley faculty, staff, and students
Survey Results, Increased Leadership Roles, Agendas, Leadership Evaluation, Documentation of Leadership Opportunity

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

Action steps:
1. Provide leadership opportunities for teachers and increased decision-making abilities/opportunities A. Assess needs of Sun Valley Elementary B. Increase teacher leadership/presence on weekly faculty/staff agenda

Strategy 1:

Action steps:
2. Assign teacher leadership roles to school-wide and county-wide initiatives.

Strategy 2:

Action steps:
3. Create a forum for teacher input via Sun Valley Elementary's Moodle Page 4. Provide differentiated professional development for teachers based on needs/wants

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

How will we fund these strategies and associated professional development?

Funding source 1: Funding source 2: Funding source 3: Funding source 4:
Funding source 5:

Local district funds School general funds select a funding source Select a funding source
Select a funding source

Funding amount:	$0 **Funding amount:**	$0 **Funding amount:**	$0 **Funding amount:**
$0 **Funding amount:**	$0		
Total initiative funding:	**$0**		

Review frequency: Quarterly

Assigned implementation team: School Improvement Team

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

Sun Valley Elementary will utilize the following data to determine whether the strategies were deployed with fidelity: Professional Development Trainings, Teacher Survey Results, Leadership Offerings, and Faculty/Staff Agendas

Check

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Survey data, increased teacher leadership opportunities, increased student achievement via formal/summative assessments, increased teacher job satisfaction
What does data show regarding the results of the implemented strategies?
The data will provide information regarding increased student achievement and enhanced leadership opportunities for teachers.

Act	Based upon identified results, should/how should strategies be changed?
	Sun Valley Elementary faculty/staff and administrators will continue to monitor student progress and implement strategies as identified. Additionally, administrators will monitor teacher leadership offerings and opportunities.
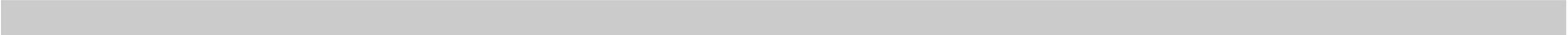
Priority Goal 3 and Associated Strategies

Plan/Do		
Area for improvement and supporting data: AdvancEd External Review Required Actions #3		
School Goal 1: **Supports District Goal:**	Formalize and implement with fidelity system-wide procedures that implement and support collaboration operation as a collaborative learning organization (Professional Learning Communities; PLCs)	
	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools	
Target: Indicator: **Milestone date:**	All staff shall participate in PLCs by June 15, 2015	

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

Strategy 1: Establish School Leadership Team and PLC Teams	**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.
	1. Select and or organize team members 2. Build shared knowledge 3. Compile and analyze school data 4. Review the School Improvement Plan 5. Establish compelling purpose, norms and collective commitments
Strategy 2: Implement/ maintain PLC process	**Action steps:**
	1. Identify areas of improvement 2. Create SMART goals 3. Focus and align activities and strategies 4. Monitor progress

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

Staff person or group	Course name/title	Course provider	Date completed

How will we fund these strategies and associated professional development?

Funding source 1: Funding source 2: Funding source 3: Funding source 4: Funding source 5:

Select a funding source Select a funding source select a funding source Select a funding source
Select a funding source

Funding amount: $0 **Funding amount:** $0 **Funding amount:** $0 **Funding amount:**
$0 **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?

Check

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

	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?

Priority Goal 4 and Associated Strategies

P l a n / D o	**Area for improvement and supporting data:** AdvancEd External Review Required Actions #1

School Goal 1: **Supports District 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.	
	21st century system operating effectively and efficiently	

Target: Indicator: **Milestone date:**	All UCPS schools will implement the SIP process with fidelity by June 15, 2015

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

Strategy 1: Implement with fidelity, the district's SIP process	Action steps:
	1. Present principals with the SIP process 2. Conduct SIP work session at leveled meetings 3. Conduct peer reviews of plans and provide feedback 4. Conduct director reviews of plans and provide feedback 5. Directors complete progress checklist with individual schools

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

Staff person or group	Course name/title	Course provider	Date completed

How will we fund these strategies and associated professional development?

Funding source 1: Funding source 2: Funding source 3: Funding source 4:

Funding source 5:

Select a funding source Select a funding source select a funding source Select a funding source
Select a funding source

Funding amount:	$0 **Funding amount:**	$0 **Funding amount:**	$0 **Funding amount:**
$0 **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

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Results of the SIP Progress Checklist
What does data show regarding the results of the implemented strategies?

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

Priority Goal 5 and Associated Strategies

P l a n / D o	**Area for improvement and supporting data:** AdvancEd External Review Required Action #2	

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

Target: **Indicator:** **Milestone date:**	A 2% increase in student performance, including growth and proficiency, on the state's End of Grade (EOG) and End of Course (EOC) assessments By June 15, 2015.

Strategy 1: Teachers will attend high-yield instructional strategies training for utilization in the classroom	**Action steps:** Utilize instructional strategies that require student's 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.
	1. ITFs will offer weekly sessions on research-based instructional technology strategies and Schoolnet. 2. ICFs will offer sessions on research-based high-yield strategies and Schoolnet. 3. Building-level curriculum support personnel will offer sessions that target strategies for interventions.
Strategy 2: Teachers will receive feedback and coaching on the implementation of the strategies	
	1. 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	**Action steps:** Instructional strategies and interventions must be personalized to address the individual learning needs of all students
	1. Teachers will compile appropriate data such as previous EOG and EOC scores, benchmark results, and formative classroom assessment results. 2. Through PLCs, teachers will analyze the data, student by student, to determine the effectiveness of the strategies. 3. 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
UCPS ICFs and ITFs
Course name/title
Schoolnet
Course provider   **Date completed**
UCPS and NCDPI

How will we fund these strategies and associated professional development?

Funding source 1: Funding source 2: Funding source 3: Funding source 4: Funding source 5:
Select a funding source Select a funding source select a funding source Select a funding source
Select a funding source
Funding amount: $0 **Funding amount:** $0 **Funding amount:** $ 0   **F u n d i n g**

amount: $0 **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? 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?

A **c** **t**	**Based upon identified results, should/how should strategies be changed?**

Checklist of State-required On-going Operational Activities
All Schools

Does this s	school:
Yes	Implement strategies for improving performance of all students?
Yes	Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out? Plan use of staff development funds?
Yes	Plan for use of assessments to monitor student progress? Provide daily duty-free lunch to teachers?
Yes	Provide at least five hours of planning time for teachers each week?
No	Implement strategies for involving parents and the community in the educational program? 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?
Yes	
Yes	
Yes	

K-8 Schools Only

Does this s	school:
Yes	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 school wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*) . Each required component is described below, with an explanation of how each contributes to the creation of a successful school wide program. The goals and strategies you've already developed may fulfill many of these requirements.

School wide 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 school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
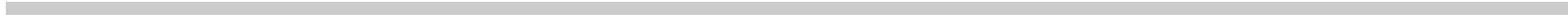
Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide 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 school wide 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 school wide 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 has a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and Retain highly qualified teachers.

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

Strategy 1

Strategy 2

Priority Goal 1

Priority Goal 2

Priority Goal 3

Priority Goal 4

Priority Goal 5

Strategy 3

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

Strategies to increase parental involvement: Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand

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

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide 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 school wide 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 school wide 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.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school 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 school wide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

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

	Our 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,

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

Strategy 3					

	Our school 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.

		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:

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.

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

Strategy 1

Strategy 2
Priority Goal 1
Priority Goal 2
Priority Goal 3
Priority Goal 4
Priority Goal 5

Strategy 3

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

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

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

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

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

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

Our school uses the following strategies to support and coordinate with the regular education program, in

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

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

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.