

School Vision and Mission Statement for Wolfe School

Vision:

Wolfe School will be a place where all students are encouraged to fulfill their potential.

Mission

The mission of Wolfe School is to educate and prepare each student to make appropriate choices and to function as independently as possible in school, home and community settings.



LEA or Charter Name/Number: Union County Public Schools - 900
School Name/Number:
School Address: 722 Brewer Drive Monroe, NC 28112
Plan Year(s):
Date prepared:

Wolfe School- 392
 2013-2014

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	Mary Jo Breckenridge		
Teacher Representative	Marsha Ellis		
Teacher Representative	Lynn Marentette		
Teacher Representative	Lynne Wilson		
Teacher Assistant Representative	Christine Garcia		
Teacher Assistant Representative	Wanda Taylor		
Teacher Assistant Representative	Sonja Washington		
Parent Representative	Kathryn Dougherty		
Parent Representative	Shelly Thompson		

* 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?

The data shows the following as strengths: Highly qualified teachers and teacher assistants in each classroom, school safety, highly individualized instructional activities based on best practices, research-based curriculum for special needs students based on extensions of the common core and data collection system for all IEP goals.



The analysis shows a need for the following: the development of a more systematic, comprehensive evaluation process for students with severe cognitive disabilities, improved consistency between teachers and classrooms in regards to the degree and rigor while using the Unique Learning assessments, training of all support staff in data collection procedures, and continuing to enhance support services within the total program.

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

With the new extensions of the Common Core Standards, part of the focus will center on appropriate implementation. There will also be an emphasis on IEP goal data collection, which will help guide instruction on an ongoing basis.

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.

1) Increasing student communication using 21st century tools is essential to independent living for students with cognitive disabilities. 2) In order to use 21st century tools to assist students' acquisition of goals, teachers must be trained and kept current on technology that can be used successfully with our population. 3) Appropriate behaviors to use in school, home and community settings is essential in helping students become as independent as possible. Positive behavior supports need to be increased and positive behavior needs reinforcement and recognition. 5) Increasing parent involvement.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Increase students' communication skills in preparation for independent living

School Goal 1:	To increase students' communication within school/home/work settings and understanding that they are part of a global society.
Supports this district goal:	High achieving and globally competitive students

Target:	All students
Indicator:	IEP progress on goals and objectives
Milestone date:	May, 2014

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

	Strategy: Provide real life opportunities for students to apply communication skills	
Strategy 1:	Action steps:	
	1. Utilize student greeters at school functions	3. Provide opportunities to practice during community trips, events with partner schools (CATA, SVHS, BHESA and Parkwood High)
	2. Increase number of student led IEP meetings	
	Strategy: Effectively utilize communication methods	
Strategy 2:	Action steps:	
	1. Provide Augmentative and Alternative communication devices for community trips	3. Increase student descriptive, conventional and purposeful communication skills
	2. Expand practice of social situations at age appropriate levels	
	Strategy: To increase global awareness for staff and students	
Strategy 3:	Action steps:	
	1. Provide opportunities for learning about diverse cultures through appropriate sources	2. Provide information/inventory of resources that promote global awareness, issues and current tools to the extent possible.

Plan/Do	How will we fund these strategies?	
	Funding source 1: Local district funds	Funding amount: \$5,000
	Funding source 2: Federal funds - Title I	Funding amount:
	Funding source 3: State funds for at-risk students	Funding amount:
	Funding source 4: School general funds	Funding amount:
Funding source 5: Select a funding source	Funding amount:	
	Total initiative funding:	\$5,000
	Review frequency: Quarterly	
	Assigned implementation team:	
Check	What data will be used to determine whether the strategies were deployed with fidelity?	
	Survey data, observations	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	IEP progress notes, survey data	
	What does data show regarding the results of the implemented strategies?	

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

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Use of Professional Learning Communities to promote productive decision making about student learning.

School Goal 2

Formalize and implement to fidelity system-wide procedures that implement and support operation as a collaborative learning organization (PLCs)

Supports this district goal:

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

Target:

School instructional staff

Indicator:

Staff development participation, classroom observations

Milestone date:

May, 2014

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

Plan/Do

	Strategy: To increase knowledge of and participation in Professional Learning Communities	
	Action steps:	
Strategy 1:	1. Staff will participate in overview training of PLCs 2. All staff will participate in PLC meetings both formally and informally	3. Staff will participate in county level PLC meetings for exceptional childrens' staff
Strategy 2:		
	Action steps:	
Strategy 3:		
	Action steps:	

Plan/Do

How will we fund these strategies? Distric wide implementation

Funding source 1:	Local district funds	Funding amount:	\$1,500
Funding source 2:	School general funds	Funding amount:	\$0
Funding source 3:	Federal funds - Title I	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:	\$1,500

Review frequency: Semi-annually

Assigned implementation team: Site Based Management Team

Check

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

Workshop participation, classroom observations

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

Teacher survey results, classroom observations and artifacts

What does data show regarding the results of the implemented strategies?



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

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
 Improve student behavior and recognition of appropriate behaviors

School Goal 3:	To increase appropriate behaviors in order for students to function as independently as possible in school/home/work settings
Supports this district goal:	Safe, orderly, and caring schools producing healthy responsible students

Target:	All Students
Indicator:	Parent, teacher survey

Milestone date:	May, 2014
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Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy: To increase documentation between home, school and work stakeholders	
Strategy 1:	Action steps:	
	1. Phone logs	4. Collaboration with school psychologist for assistance with severe behavior challenges at school/home/work 5. Communication with Vocational Job Training teacher
	2. Communication through daily agendas	
	3. Documentation of behaviors that interfere with learning	
Strategy: Reinforce positive behaviors		
Strategy 2:	Action steps:	
	1. Expand use of Positive Behavior Support program	
	2. Expand use of behavior charts	
	3. Continue recognition of positive behavior	
Strategy 3:	Action steps:	

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	Funding amount:	\$150
Funding source 2:	Select a funding source	Funding amount:	
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$150

Review frequency: Semi-annually

Assigned implementation team: Site Based team, administration

Check

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

Increase in positive behaviors as seen through data collection

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

Parent and teacher survey data, progress on IEP goals and objectives

What does data show regarding the results of the implemented strategies?



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

Act

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Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Monitoring of school improvement plans

School Goal 4:

To fully implement the present system-wide policy whereby central office staff regularly monitor school improvement plans, ensuring that each school engages in a systematic, comprehensive process for review, revision, and communication of a purpose for student success.

Supports this district goal:

21 century systems operating effeciently and effectivily

Target:

All classrooms

Indicator:

Lack of process for monitoring of School Improvement Plans

Milestone date:

May, 2014

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

Plan/Do

	Strategy: To implement a monitoring system of School Improvement Plans		
	Action steps:		
Strategy 1:	1. Implementation of policy with fidelity		
	2. Feedback sessions to encourage reflection and provide support		
	Action steps:		
Strategy 2:			
	Action steps:		
Strategy 3:			

Plan/Do

How will we fund these strategies?

Funding source 1:	Local district funds	Funding amount:	\$5,000
Funding source 2:	State funds for exceptional children	Funding amount:	\$5,000
Funding source 3:	Federal funds - Title I	Funding amount:	
Funding source 4:	Other	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$10,000

Review frequency: Semi-annually

Assigned implementation team: Sited Based Team, Administration

Check

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

Documentation of monitoring and implementation of revisions

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

Increase in monitoring, revision and communication

What does data show regarding the results of the implemented strategies?





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

Act

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Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Increase parent involvement, service opportunities for students and volunteer opportunities

School Goal 5: To increase parent involvement, volunteerism and student service opportunities

Supports this district goal: Family, business, and community members involved and supportive of our schools

Target: All Wolfe stakeholders

Indicator: Surveys

Milestone date: May, 2014

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

Plan/Do

Plan/Do	Strategy: To increase service opportunities for students		
	Strategy 1:	1 Participate in recycling program with the City of Monroe	3. Partner with other Transition to Adulthood Classes for community service programs
		2. Partner with community agencies to volunteer (Animal Shelter, Homeless Shelter, etc)	
	Strategy: To increase parent involvement		
	Strategy 2:	Action steps:	
		1. Monthly newsletters discussing current events, and opportunities within school and the community	3. Implement parent nights to discuss issues surrounding special needs students
		2. Moodle websites utilized for parent information	
		4. Celebrate parents and volunteers throughout the year	
	Strategy: To increase business partnerships		
	Strategy 3:	Action steps:	
		1. Approach businesses by letter	
2. Recognize business partnerships on website and newsletters			

Plan/Do

How will we fund these strategies?

Funding source 1:	School general funds	Funding amount:	\$150
Funding source 2:	Select a funding source	Funding amount:	
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$150

Review frequency: Semi-annually

Assigned implementation team: Site based team, administration,

Check

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

Increase in parent involvement and number of volunteers

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

Increased number of volunteers and parent night participants

What does data show regarding the results of the implemented strategies?



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

Act

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Safe School Plan for Wolfe School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Dr. Mary Ellis

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand by the Board as well as other appropriate consequences as determined by the Board.



Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur:

*Failure to carry out the above-mentioned responsibilities may result in a written reprimand from the superintendent to be placed in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Teacher: Karen Thalman

Other School Staff: Cheryl Hawley

SRO

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Non-violent crisis intervention, Exceptional Children guidelines, Power School to identify attendance, academic and discipline concerns and patterns, Functional Behavioral Analysis, School Resource Officers (SRO's) interventions, community agencies: Piedmont Behavioral Health, Developmental Disabilities Resources, ARC of Union County, School Psychologist, behavior plans, Individual Education Plans





Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Behavior scales and Behavior Plans, Functional Behavior Analysis, Individual Education Plans, Non-violent crisis intervention

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Smaller class size, Lower student/teacher ratio, Intensified structure



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: Complete all required drills and associated training (fire, tornado, lockdown).
Target: 100% completion
Indicator: Drill Reports
Milestone Date: EOY

Goal:
Target:
Indicator:
Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

Target: Improved School Safety and Student Conduct
Indicator: Decrease in crisis behavior situations
Milestone Date: EOY
Target: Customer Satisfaction
Indicator: Parent and Teacher Survey expressing satisfaction will be 75% or better.
Milestone Date: EOY

Target:
Indicator:
Milestone Date:

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
General Principals' Meetings (Elementary/Middle/High)					
Videos - Bloodborne Pathogens, Epi-Pen, Diabetes, Asthma	Completed				
Videos - Gang Awareness - Critical Incident Response	Completed				
Drill Training - Fire, Tornado, Lockdown	Planned	monthly, one per year, one per semester			
SRO Training (ex. Crisis Intervention Training)					
Anti-Bullying Program	Planned				
School Nurse Training	Completed				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

*System-wide Safe Schools Plan indicates: Each middle and high school has access to the services of a School Resource Officer (SRO) who has direct contact with the Union County Sheriff's Office or the Monroe City Police Department. Currently, at least one SRO is allotted per middle/high pair; funds are being sought to expand to one officer for each middle and high school. Elementary schools have access to the SRO in emergency situations. DARE officers help as needed at the elementary schools. Each school works cooperatively with juvenile and criminal court officials to determine the proper placement of students who have violated the law. The court system notifies schools of students who have committed felonies. The District Attorney's (DA's) office is contacted when necessary to enforce trespassing, assault, firearm, vandalism and other applicable laws. Policies and Procedures for SRO are housed within each school.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

The UCPS Communications Office oversees and contributes to a variety of print and electronic media that requires school information. UCPS news appears in a variety of outlets including school and district newsletters, local newspapers and even national magazines. The UCPS Communications Office maintains effective and informative district and departmental websites including a website for the superintendent and the Board of Education.

Parents and the local community are informed via Connect-Ed., website postings, facebook, printed handbooks and agendas, letters home, student and family recognition programs, PTA/PTO-sponsored programs and information provided through partnerships with outside agencies such as the police and fire departments, emergency medical responders and other approved non-profit

organizations.

Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Exceptional Children's Program		Exceptional Children - Federal
School Resource Officers (SRO's)		Local
Title 1		Federal



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 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.

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

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



Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

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

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

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

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:



<p>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>							
	<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 attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:</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

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 to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:							
<p>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.</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 pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:</p>							

<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>							
	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 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.

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.

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

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 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.

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

Our school is 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.

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 to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

Strategies to increase parental involvement:

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.

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 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.

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 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.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:						

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

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

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

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

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

School:

LEA:

SEA:

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:		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 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: 2008-2010**

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
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific
	Please duplicate this sheet as needed for additional waivers.

Signature of Superintendent/Designee

Date