

| How to Use This Template | |
|---|---|
| General Information | <p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p> |
| Reference Tabs – These tabs provide information to aid the planning process. | <p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p> |
| School Improvement Plan Tabs – The School Improvement Plan consists of these tabs. | <p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). Please note that each of these pages contains multiple drop-down menus.</p> |
| Other SIP-related Requirements | <p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the state legislative requirements specified in § GS 115C-105.47. Using this template to guide Safe School planning will ensure schools address the appropriate requirements. District-level Safe Schools personnel can use the information on this tab from each school in the district to understand the prevailing issues across the district and document appropriate strategies on the district-level Safe Schools Plan.</p> <p>Title I School-wide Review - If your school is a Title I School-wide school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. This portion of the template was developed in conjunction with NC DPI Program Monitoring and offers space to address all federal requirements for this program. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested according to the guidelines specified in GS § 115C-105.26. These guidelines are enumerated in the SIP Implementation Guide.</p> |

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

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for (insert district here)

District Goal 1: Increase student achievement

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 2: Ensure effective district governance through positive Board-Superintendent relationship

Supports SBE Goal: No match

District Goal 3: Improve public trust and confidence through open, honest communication and positive relationships

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 4: Increase organizational effectiveness, efficiency and accountability.

Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goal 5: Establish a supportive, positive district climate and culture

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

Recommended Data Sources for Analysis by School Improvement Teams

| |
|---|
| <p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas. Examine data from such areas as:</i></p> |
| <p>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instr</p> |
| <p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State T</p> |
| <p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State T</p> |
| <p>School Report Card results: (www.ncreportcards.org)</p> |
| <p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p> |
| <p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving t</p> |
| <p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p> |
| <p>Career and Technical Education Local Plan</p> |
| <p>School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expuls</p> |
| <p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research)</p> |
| <p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of</p> |
| <p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p> |
| <p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p> |
| <p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p> |
| <p>Special Education Continuous Improvement Plan</p> |
| <p>Title I AYP (http://ayp.ncpublicschools.org)</p> |
| <p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p> |

School Vision and Mission Statements for Little River Elementary

Vision:

Little River Elementary is committed to achieving and maintaining the following: * A clear and shared focus on student learning. * High academic, social standards and expectations for our learning community. * High levels of collaboration and communication within our learning community. * Continual monitoring of teaching and learning methods, with adjustments made to meet the individual needs of our learning community. * Focused professional development that is reflective of Little River Elementary and Durham Public Schools. * A learning environment where people feel safe, supported; a facility that is conducive to learning. * High levels of community / family involvement, working to improve students' academic and personal growth.

Mission:

"Working Together To Accomplish Our Best"

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 priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, subgroup 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?

Tradition of good teachers, Veteran staff and 100% are HQ, Strong family / community support, Very involved PTA, High attendanc

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

Low reading scores, stagnant math scores, lack of technology funds, ESL student number increasing, Opt out school- resources don't move with students, need more professional development in area of technology, better use of data driven instruction.

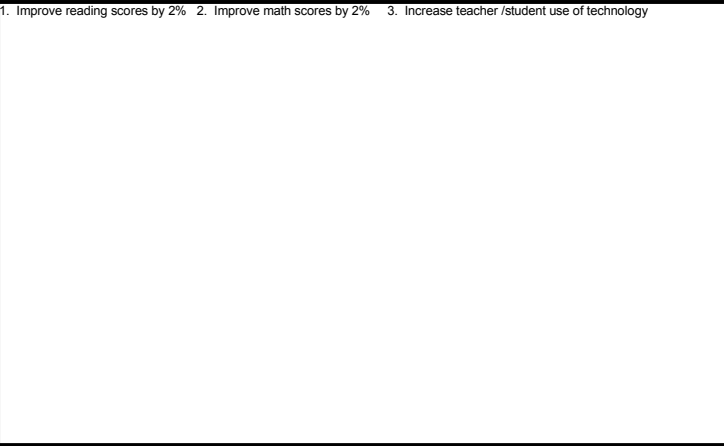
3. What is data is missing, and how will you go about collecting this information for future use?

All data is complete.

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. Improve reading scores by 2% 2. Improve math scores by 2% 3. Increase teacher /student use of technology



Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

By Spring 2010, End of Grade Reading Assessments will show a 2% gain from 2008-2009 for students in all grade levels.

School Goal 1: Improve reading scores on K-2 Assessments and 3-5 EOG scores

Supports this district goal: Increase student achievement

Target: Increase DRA / EOG scores by 2%

Indicator: End of year data

Milestone date: 10-Jun-10

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

Plan/Do

| | | | |
|---|---|----|---------------------|
| Plan/Do | Strategy 1: Implement the DPS Literacy Framework across all grade levels | | |
| | Action steps: | | |
| | 2.5 hours of literacy instruction per day | | Double Dose Reading |
| | Teacher observations | | 6. |
| | PLC minutes | | 7. |
| | PLC agendas | | 8. |
| | Strategy 2: Offer year long professional development to assist teachers with the implementation. | | |
| | Action steps: | | |
| | Monthly literacy staff development | | 5. |
| | SRI Training | | 6. |
| | Renzulli Training | | 7. |
| | 4. | | 8. |
| Strategy 3: Monitor Benchmark Scores and use data to adjust instruction. | | | |
| Action steps: | | | |
| PLC minutes | | 5. | |
| PLC agendas | | 6. | |
| Common Assessments | | 7. | |
| 4. | | 8. | |

Plan/Do

How will we fund these strategies?

Funding source 1:
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

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

Review frequency: Quarterly

Assigned implementation team: Teachers, Thomas Seckler, Colleen Miller, Mary Purcell, Julie Potenziani, Technology facilitator

Check

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

Benchmark scores, Quarterly K-2 data, Common Assessment data

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

Walk through reports, teacher observations, teacher feedback, PLC agendas, PLC minutes, common assessments, professional development agendas

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:

By Spring 2010 End of Grade Math Assessments will show a 2% gain from 2008-2009 for students in all grade levels.

School Goal 2: To improve math scores on a K-1 math assessments, 2nd grade Benchmarks, and 3-5 EOG scores.

Supports this district goal: Increase student achievement

Target: Increase K-1 Math Assessment data, 2nd Grade Benchmarks and EOG scores by 2%
Indicator: End of year data
Milestone date: 10-Jun-10

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

Plan/Do

| | | | |
|----------------------|---|----|----|
| Plan/Do | Strategy 1: Implement the new EnVision math program K-5 | | |
| | Action steps: | | |
| | Attend professional development | | 5. |
| | PLC minutes | | 6. |
| | PLC agendas | | 7. |
| | Align curriculum with DPS pacing guide | | 8. |
| | Strategy 2: Monitor Benchmark Scores and use data to adjust instruction. | | |
| | Action steps: | | |
| | PLC minutes | | 5. |
| | PLC agendas | | 6. |
| | Common Assessments | | 7. |
| | 4. | | 8. |
| Strategy 3: | | | |
| Action steps: | | | |
| 1. | | 5. | |
| 2. | | 6. | |
| 3. | | 7. | |
| 4. | | 8. | |

Plan/Do

How will we fund these strategies?

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

Review frequency: Quarterly

Assigned implementation team: Teachers, Thomas Seckler, Colleen Miller

Check

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

Benchmark scores, Quarterly K-2 data, Common Assessment data

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

Walk through reports, teacher observations, teacher feedback, PLC agendas, PLC minutes, common assessments

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

Act

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

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

By Spring of 2010 Little River will have an increase in the use of technology in all classrooms in order for students to develop 21st Century Learning Skills

School Goal 3: Increase the use of classroom technology

Supports this district goal: No match

Target: Increase the use of classroom technology

Indicator: Walk through data, Observation data, professional development

Milestone date: 10-Jun-10

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

Plan/Do

| | | | |
|----------------------|---|---|----|
| Plan/Do | Strategy 1: | Strategy: To offer year long professional development to assist teachers with implementation of new programs | |
| | | Action steps: | |
| | | Needs assessment | 5. |
| | | Professional development agenda | 6. |
| | | 4. | 7. |
| | Strategy 2: | Strategy: To purchase additional technology: Mimio boards, Activ Boards, Activ Slates, Ipods | |
| | | Action steps: | |
| | | Work with PTA to raise \$ for technology purchase | 5. |
| | | Media/ Technology Committee will seek applications for new equipment | 6. |
| | | Media/ Technology Committee will decide allocation of new equipment purchased. | 7. |
| | On going professional development for teachers | | 8. |
| | Strategy 3: | Strategy: | |
| Action steps: | | | |
| 1. | | 5. | |
| 2. | | 6. | |
| 3. | | 7. | |
| 4. | 8. | | |

Plan/Do

How will we fund these strategies?

Funding source 1: Other
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

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

Review frequency: Quarterly

Assigned implementation team: Thomas Seckler, Colleen Miller, Technology facilitator, PTA

Check

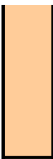
What data will be used to determine whether the strategies were deployed with fidelity?

staff development agenda, staff development sign in sheets, walk through data

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

Teacher use of technology,

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



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

Act

A large empty rectangular box for notes or answers, bounded by a black line.

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

School Goal 4:

Supports this district goal:

Select a district-level goal

Target:

Indicator:

Milestone date:

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

Plan/Do

| | | | | | | | |
|--------------------|----------------------|----------------------|--|----|----|--|--|
| Plan/Do | Strategy 1: | Strategy: | | | | | |
| | | Action steps: | | | | | |
| | 1. | | | | 5. | | |
| | 2. | | | | 6. | | |
| | 3. | | | | 7. | | |
| | 4. | | | | 8. | | |
| | Strategy 2: | Strategy: | | | | | |
| | | Action steps: | | | | | |
| | 1. | | | | 5. | | |
| | 2. | | | | 6. | | |
| | 3. | | | | 7. | | |
| | 4. | | | | 8. | | |
| Strategy 3: | Strategy: | | | | | | |
| | Action steps: | | | | | | |
| 1. | | | | 5. | | | |
| 2. | | | | 6. | | | |
| 3. | | | | 7. | | | |
| 4. | | | | 8. | | | |

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

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

Review frequency: Quarterly

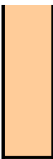
Assigned implementation team:

Check

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

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?



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

Act

A large empty rectangular box for notes or answers, bounded by a black line.

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 5:

Supports this district goal:

Select a district-level goal

Target:

Indicator:

Milestone date:

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

Plan/Do

| | | | | | | | |
|--------------------|----------------------|----------------------|--|----|----|----|--|
| Plan/Do | Strategy 1: | Strategy: | | | | | |
| | | Action steps: | | | | | |
| | 1. | | | | 5. | | |
| | 2. | | | | 6. | | |
| | 3. | | | | 7. | | |
| | 4. | | | | 8. | | |
| | Strategy 2: | Strategy: | | | | | |
| | | Action steps: | | | | | |
| | | 1. | | | | 5. | |
| | | 2. | | | | 6. | |
| | | 3. | | | | 7. | |
| | 4. | | | | 8. | | |
| Strategy 3: | Strategy: | | | | | | |
| | Action steps: | | | | | | |
| | 1. | | | | 5. | | |
| | 2. | | | | 6. | | |
| | 3. | | | | 7. | | |
| 4. | | | | 8. | | | |

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

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

Review frequency: Quarterly

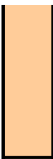
Assigned implementation team:

Check

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

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?



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

Act

A large empty rectangular box for notes or answers, bounded by a black line.

| |
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| <p>1. The first part of the document is a title page. It contains the title of the document, the author's name, and the date of publication. The title is "The History of the United States" and the author is "John Adams". The date is "1776".</p> |
| <p>2. The second part of the document is the introduction. It discusses the importance of the document and the author's purpose in writing it. The author states that the document is a "Declaration of Independence" and that it is a "statement of the rights and liberties of the people of the United States".</p> |
| <p>3. The third part of the document is the main body of text. It contains the text of the Declaration of Independence, which is a statement of the rights and liberties of the people of the United States. The text is written in a formal, legalistic style and is divided into several paragraphs.</p> |
| <p>4. The fourth part of the document is the conclusion. It discusses the significance of the document and the author's final thoughts. The author states that the document is a "statement of the rights and liberties of the people of the United States" and that it is a "statement of the principles of the American Revolution".</p> |





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, and parents.

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

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

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

| | |
|--|--|
| | |
|--|--|

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

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

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Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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 program.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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:

Additional Information

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.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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:

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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, principals, paraprofessionals, and parents.

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|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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:

High-quality and ongoing professional development.

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.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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:

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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.

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|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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.

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|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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:

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.

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|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 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.

| | | | | | | | |
|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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.

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|--|---|-------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | 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:



**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 is requested. |
| | |
| | 3. State how the waiver will be used. |
| | |
| | 4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan. |
| | |
| (Please duplicate this sheet as needed for additional waivers.) | |

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