

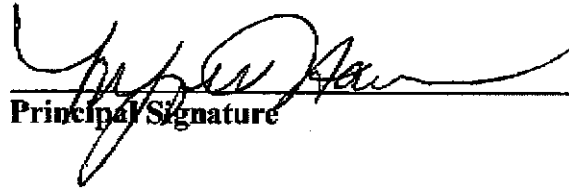
LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: John W. Neal Middle School - 355

School Address: 201 Baptist Road, Durham, NC 27704

Plan Year(s): 2011-2012

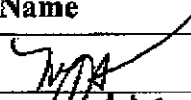




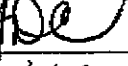








Date Prepared: September 12, 2011


Principal Signature

10/23/11
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	Jill Hall 	Teacher Representative	Vanessa Finnigan 
Assistant Principal	Calvin Freeman 	Teacher Representative	Lucy Madden 
Assistant Principal	LaTonya Smith 	Teacher Representative	Felicia Cole 
Assistant Principal	Matthew Spottswood 	EC Representative	Kate Beasley 
STEM Representative	Don Bryson 	Fine Arts/PE Representative	Dolli Bradford 
Inst. Support Representative	Lisa Jefferys 	CTE Representative/Alt. for Bryson	Dan Kelly 
Teacher Assistant Representative	Michelle Chavis 		
Parent Representative		currently recruiting	
Parent Representative	Anita Snow 		

*Add to list as needed. Each group may have more than one representative.

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Parent Representative			
Parent Representative			

***Add to list as needed. Each group may have more than one representative.**

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 Durham Public Schools

District Goal 1:

Ensure achievement of high academic performance by all students.

Supports SBE Goal:

Goal 1 - North Carolina Public School will produce globally competitive students.

District Goal 2:

Ensure high quality staff and leadership district-wide and at every school.

Supports SBE Goal:

Goal 2 - North Carolina Public Schools will be led by 21st century professionals.
Goal 4 - Leadership will guide innovation in North Carolina public schools.

District Goal 3:

Ensure efficient and effective business systems operations.

Supports SBE Goal:

Goal 5 - North Carolina Public Schools will be governed and supported by 21st Century systems.

District Goal 4:

Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.

Supports SBE Goal:

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

School Vision and Mission Statements for

Vision: *Neal Middle School students SOAR as globally competitive, 21st century citizens!*

Mission: *Neal Middle School will foster inspiration and empowerment of every student through a collaborative commitment to rigor, relevance and positive relationships.*

Expectations: *Neal Middle School Eagles will SOAR above the rest!*

Strive for success - everyday

Own your own destiny

Achieve your personal best

Respect yourself and others

School Data and Summary Analysis

Use data identified on the Data Sources section (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, 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 school's strengths? Our school showed improvement in Mathematics achievement. Our teachers have been trained in STEM programs through our partnership with NCNSP and are well equipped to implement a problem based learning approach to learning.

2. What does the analysis tell you about your school's gaps or opportunities for improvement? Our students are struggling with Literacy and Literacy achievement has been consistently below the state average. We need to continue to grow students in Math. We also recognized a need to improve in the areas of student management (suspensions), building community, and increasing parental involvement.

3. What data is missing, and how will you go about collecting this information for future use? We would like more information about how our 6th graders performed on end of grade assessments. We will also utilize EVAAS data on a more consistent basis in conjunction with our formative assessment data.

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 Literacy Achievement 2) Improve Math Achievement 3) Effectively Implement STEM school wide initiative 4) Implement PBIS and increase community outreach

Priority 1 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Literacy Achievement	
	School Goal 1: Supports this district goal:	Neal Middle School will increase student achievement in Literacy. Ensure achievement of high academic performance by all students
	Target: Indicator: Milestone date:	By 2012, Neal Middle School will increase Literacy Achievement by 15.8% from 37.2% to 53%. EOG Reading June 2012
	Goal 1 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Increase teacher effectiveness in Literacy instruction across all content areas
		Action Steps: <ol style="list-style-type: none"> 1) Establish a vertical, multidiscipline Literacy Goal Team to drive school improvement in literacy. The team will create and monitor the progress towards the school improvement goals in literacy. 2) Literacy Coaching with Education Resource Group (ERG) – English Language Arts (ELA), Social Studies and Science teachers will participate in content literacy coaching with ERG consultants to support student growth in comprehension and reading achievement. 3) Support Literacy – Elective teachers and student support staff will participate in coaching with Department of Public Instruction (DPI) Instructional Coach to promote the incorporation of Literacy best practices in all classrooms and subject areas.
	Strategy 2:	Strategy: Utilize data to drive instructional decision making and differentiated instructional practices
		Action Steps: <ol style="list-style-type: none"> 1) Scholastic Reading Inventory (SRI) will be administered to establish updated Lexile scores for all students. 2) All teachers will be trained in understanding and using Lexile and EVAAS data to drive instruction. 3) All teachers will be trained in Assessment for Learning (AFL). 4) ELA teachers will follow the district pacing guide for Literacy instruction. 5) ELA teachers will administer frequent formative assessments to monitor objective mastery for all students. 6) Formative Assessment data will be disaggregated and used to drive instructional decision making processes. 7) ELA teachers will use assessment data to establish targeted groups for small group instruction. 8) ELA teachers will begin differentiated small group instruction.
	Strategy 3:	Strategy: Promote a love of reading for all students to promote reading for thinking and understanding
		Action Steps: <ol style="list-style-type: none"> 1) Update Media Center circulation. 2) Purchase classroom libraries for all teachers with a focus on high interest text selections. 3) Implement a school wide reading incentive program. 4) Increase opportunities for independent reading through implementation of DEAR programs in Social Studies classes.

	How will we fund these strategies? We will fund these strategies using instructional money and Title I funds		
	Funding Source 1 Funding Source 2 Funding Source 3	Title I – Professional Development Title I – Supplies and Materials Instructional (Media)	Funding Amount: \$ 14,-500 Funding Amount: \$ 10,000 Funding Amount: \$ 8,500 Total initiative funding: \$ 33,000
Review Frequency: Bi-Weekly at Goal Team Meetings; Monthly at SLT Meetings; Quarterly Update			
Assigned Implementation Team: Literacy Goal Team			
Check	What data will be used to determine whether the strategies were deployed with fidelity? Teacher Data; Formative Assessment Data (CA's); Student Growth Data		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.) We will look at individual objective/goal mastery using formative, benchmark and summative data.		
	What does the data show regarding the results of the implemented strategies? To be determined -		
Act	Based upon identified results, should/how should strategies be changed?		

Priority 2 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Math Achievement	
	School Goal 2: Supports this district goal:	Increase student achievement in Mathematics as Neal Middle School. Ensure achievement of high academic performance by all students.
	Target: Indicator: Milestone date:	Increase EOG Mathematics proficiency 10.7% from 64.3% to 75% by June 2012 2010/2011 School Data June 2012
	Goal 2 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Increase teacher effectiveness in mathematics instruction
		Action Steps: <ol style="list-style-type: none"> 1. Establish a vertical, multidiscipline Math Goal Team to drive school improvement in mathematics. The team will create and monitor the progress towards the school improvement goals in math. 2. Math teachers will receive coaching on the common instructional framework through North Carolina New Schools Project (NCNSP). 3. The Math Goal Team will assess current math resources to make recommendations on purchases to build a library of essential mathematical resources to support instruction.
	Strategy 2:	Strategy: Utilize data to drive instructional decision making and implementation of differentiated instructional practices
		Action Steps: <ol style="list-style-type: none"> 1. All instructional staff will be trained in Assessment for Learning. 2. Math teachers will meet weekly in Content Professional Learning Communities (PLC's) with Instructional Facilitator to unpack objectives and plan collaboratively. 3. Math teachers will follow the district pacing guide for Math instruction. 4. Math teachers will administer frequent formative assessments to monitor objective mastery for all students. 5. Formative Assessment data will be disaggregated and used to drive instructional decision making processes. 6. Math teachers will use assessment data to establish targeted groups for small group instruction and corrective instruction. 7. Math teachers will begin differentiated small group instruction.
	Strategy 3:	Strategy: Integrate Math Literacy throughout the school
		Action Steps: <ol style="list-style-type: none"> 1. Implement problem based, hands on approaches in mathematics through coaching with NCNSP. 2. Work to integrate mathematics across content areas through collaboration during team planning and goal team work. 3. Math Goal Team will identify strategies and best practices to build critical thinking skills and problem solving efficacy for students and will share through PLC meetings.
How will we fund these strategies? Title I and Instructional Funds		

	Funding Source 1 Funding Source 2 Funding Source 3	Title 1 and Instructional Supply Select a funding source Select a funding source	Funding Amount: \$ 5,000 Funding Amount: \$ Funding Amount: \$ Total initiative funding: \$ 5,000
	Review Frequency: Quarterly Assigned Implementation Team: Math Goal Team		
Check	What data will be used to determine whether the strategies were deployed with fidelity? Formative Assessment Data, Teacher Data, Goal Team Minutes		
	SGA's, common assessments, and teacher formative assessment data will all be used to measure and evaluate progress towards goal. Anecdotal data from teachers regarding the Math Lunch, and bi-weekly Goal Team meetings to check progress		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will use teacher feedback from Professional Development about the effectiveness of training teachers to integrate Math into their classes. We will use SGA, and Common Assessment data to continually check for movement toward our goal and make adjustments as needed. Closely monitor AFL data to look for student growth and improvements.		
	What does the data show regarding the results of the implemented strategies?		
Act	TBD		
	Based upon identified results, should/how should strategies be changed?		

Priority 3 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Schoolwide Science, Technology, Engineering, and Math (STEM) implementation	
	School Goal 3:	Neal Middle School will fully implement a school wide STEM program in partnership with the North Carolina New Schools Project.
	Supports this district goal:	Ensure achievement of high academic performance by all students.
	Target:	Increase teacher efficacy and provide support in implementing STEM program while increasing student achievement.
	Indicator:	All students at Neal Middle School will be involved in quarterly project based STEM learning models.
	Milestone date:	June 2012
	Goal 3 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Establish a STEM goal team to address the implementation and integration of STEM concepts throughout the school.
		Action Steps: <ol style="list-style-type: none"> 1. Meet monthly to discuss current projects, assess future needs, identify resources and problem solve. 2. Lead school wide communication regarding STEM initiatives and project updates to support implementation. 3. Build and sustain partnerships with industry leaders to support STEM initiatives (BioGen, NCNSP, local universities).
	Strategy 2:	Strategy: Improve parental involvement and collaboration with community to support our STEM initiative.
	Action Steps: <ol style="list-style-type: none"> 1. Install a display in front lobby with pictures, announcements and special projects to increase awareness of student life 2. Organize a parent night gallery walk before a basketball game to showcase Project Based Learning projects done in core classes throughout the school. 3. Form industry partnerships that support STEM based projects in the classroom. (BioGen Idec, Center for Contemporary Science, Automation Federation, Environmental Protection Agency) 	
Strategy 3:	Strategy: Work collaboratively with NCSNP to analyze instructional practices, obtain resources, and align program with established curriculum.	
	Action Steps: <ol style="list-style-type: none"> 1. Solicit information and ideas from established STEM programs. 2. Organize visits to schools that have implemented STEM. 3. Share best practices and strategies amongst peers through shared folders. 4. Suggest hands on activities that support project based learning. (Dan Meyer, login/passwords to educational websites) 5. Encourage cross-curriculum collaboration on Project Based Learning projects. 6. Integrate 21st century skills in all subjects (Word docs, spread sheets, power points, doing presentations). 7. Show faculty the 14 grand challenges (National Academy of Engineering), and integrate the ones that can relate to middle school. 8. Train all teachers in Project Based Learning. 9. 100% of teachers create and implement a quarterly capstone project using Project Based Learning guidelines. Teachers will email Don Bryson (Donald.bryson@dpsnc.net) their project topic by the 4th week of the quarter. Teachers will give Don Bryson a copy of their project 	

	outline every quarter.	
	Strategy 4:	Strategy: Provide STEM related Professional Development
		Action Steps: <ol style="list-style-type: none"> 1. Create and distribute a survey to teachers to obtain information on their STEM needs. 2. Train teachers on how to use the technology they have in their classrooms (Ex. Mac books, projectors). 3. Teach teachers troubleshooting strategies relating to technology in the classroom. (Ex. How to convert video to be able to be played in class if blocked, Helpdesk, Unblock websites, Access to Google calendar to reserve time in media center). 4. Provide teachers with information about STEM resources such as to tools and programs to use in their classrooms. 5. Don Bryson will assist teachers with implementing PBL/STEM activities on a daily basis.
	How will we fund these strategies? STEM implementation is funded through Race to the Top funding, CTE funding and Title I (for technology)	
Funding Source 1 Funding Source 2 Funding Source 3	Race to the Top Title I CTE	Funding Amount: \$ TBD Funding Amount: \$ 20000 Funding Amount: \$TBD Total initiative funding: \$
Review Frequency: Quarterly		
Assigned Implementation Team: STEM Goal Team		
Check	What data will be used to determine whether the strategies were deployed with fidelity? Student achievement data, coaching reports from NCNSP, student work products	
	Minutes from meetings with NCNSP. Teacher feedback in PLCs and classroom observations. Keep record of parental visits by having parents sign in.	
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)	
	Analysis of CAs in Science and SGAs in Math. Additionally, the analysis of EOG scores in Science and Math.	
	What does the data show regarding the results of the implemented strategies?	
	Survey results about teacher's STEM needs	
	Participation rate in Performance Based Learning projects quarterly as measured by a survey reflection on that quarter's project.	
Communicate sessions with Don Bryson (Ex. Emails, meetings, classroom visits).		
Act	Based upon identified results, should/how should strategies be changed?	

Priority 4 Goal and Associated Strategies

Plan/Do	Area for improvement and supporting data: Student Management and Community Outreach (PBIS)	
	School Goal 4:	Increase positive student behavior at Neal Middle School
	Supports this district goal:	Increase parental involvement and Community outreach at Neal Middle School
	Target:	Increase parental involvement at Neal Middle School to have at least 85% participation at school-wide events
	Indicator:	Ensure that 90% of our students participate in a PBIS celebration for the 2011-2012 school year by increasing positive reinforcement and decreasing in and out of school suspensions.
	Milestone date:	
	Goal 4 improvement Strategies - Identify research based strategies whenever possible.	
	Strategy 1:	Strategy: Implement a school-wide PBIS program
		Action Steps: <ol style="list-style-type: none"> 1. Establish a vertical, multidiscipline Positive Behavior and Interventions Supports (PBIS) Goal Team to drive school improvement in student management, community building and perceptual data. 2. The PBIS will participate in formal PBIS training and will train the school staff using a ‘train the trainer’ model. 3. Display PBIS posters around school, including our acronym S.O.A.R. 4. Provide all staff with Eagle Eyes, so they can distribute to students who display proper Eagle Expectations 5. Organize monthly celebrations based on eagle eyes collections.
	Strategy 2:	Strategy: Improve parental involvement and collaboration with the community
	Action Steps: <ol style="list-style-type: none"> 1. Organize a quarterly parent night with topics based on the needs assessments form students and parents. 2. Celebrate the vast cultures of Neal by having a Culture night (utilize the arts) 3. Organize an event in the community 	
Strategy 3:	Strategy: Acquire funding for celebrations	
	Action Steps: <ol style="list-style-type: none"> 1. Utilize Title 1 funding 2. Register on Donor’s Choose 3. Contact local businesses for donations and Neal nights percentages (utilize MVP, VIC cards) 	
How will we fund these strategies?		
Contact local businesses for donations, Grant writing (i.e. Donors Choose), and Title 1 funding for the Parental Involvement component		
Funding Source 1	General Fund	Funding Amount: \$ 1,000
Funding Source 2	Fundraisers/Sponsorship	Funding Amount: \$ 1,000
Funding Source 3	Select a funding source	Funding Amount: \$

			Total initiative funding: \$ 2,000
	Review Frequency: Quarterly		
	Assigned Implementation Team: PBIS Goal Team		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Minutes from meetings Agendas from parent/community nights Record keeping from parent nights (utilizing parent sign-ins) Student participation (number of students attending) in student celebrations Data from student/parent need assessment surveys		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Bi-weekly Goal Team meetings to check progress School Climate surveys (parents and teachers) Decrease in school truancy/Increase in attendance Decrease in school suspensions Parental sign-in logs from parent nights		
	What does the data show regarding the results of the implemented strategies?		
	TBD		
Act	Based upon identified results, should/how should strategies be changed?		

Safe School Plan for Neal Middle 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: School Leadership Team; Jill Hall, Principal

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: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences “may include a reprimand in the Superintendent’s personnel file or withholding of the Superintendent’s salary or both”.

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: (INSERT APPROPRIATE INFORMATION BELOW)

The consequences may include a reprimand in the principal’s personnel file or withholding of the principal’s salary or both

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

See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15

Assistant Principal(s): Calvin Freeman; LaTonya Smith; Matthew Spottswood

Teachers: Dolli Bradford; Members of School Leadership Team

Teacher Assistants: Members of School Leadership Team

Other School Staff: SROs; Guidance Counselors

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.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

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.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

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.

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student's situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old

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:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Goal:	
Target:	
Indicator:	
Milestone Date:	
Professional Development	Planned/Completed
See PAPA, PD360 and My Learning Plan for professional development relative to discipline, behavior management and safe schools	
Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials. See District Safe Schools Plan	

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.

See District Safe Schools Plan

Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Saturday Academy		Local, Remedial
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, 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 school wide program. The goals and strategies you've already developed may fulfill these requirements.

School wide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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	Literacy Coaching through Education Resource Group	Common Instructional Framework Coaching for Math Teachers through NCNSP			
	Strategy 2	AFL implementation	AFL implementation			
	Strategy 3	Small Group Literacy Instruction	Targeted, Need based Mathematics instruction			

Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:
 We have established Professional Learning Communities for all content areas
 Title I has funded a Reading Interventionist to support struggling readers

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

This school improvement plan addresses this		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					

requirement. Please see the priority goals and strategies noted to the right:	Strategy 2					
	Strategy 3					
Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan: We are working to ensure all students have highly qualified teachers						

High-quality and ongoing professional development: Teachers and other staff in school wide program schools must be equipped to face the challenges of helping all students meet the State’s academic achievement standards. To do this, they must be familiar with the goals and objectives of the school wide plan, and receive the sustained, high-quality professional development required to meet 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 is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:						

Strategies to attract highly qualified teachers to high-nee schools: Although recruiting and retaining highly qualified teachers is an ongoing challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.						
This school improvement plan addresses this requirement. Please see the		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					

priority goals and strategies noted to the right:	Strategy 3					
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Our school is addressing the need for school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Strategies to increase parental involvement:

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that school wide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school’s improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand 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				We are hosting Parental Involvement Nights quarterly to actively engage our parents and community members.	
	Strategy 2					
	Strategy 3					

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

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

This

component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Each childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective school wide programs capitalize on this strong start.

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 school wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observations, performance assessments, or end-of-course tests. The school wide program should provide teachers with professional development that increases their understanding of the appropriate use of multiple assessment measures and how to use assessment results to improve instruction.

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

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

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: The school wide

program 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	We will provide tutoring in Reading and Mathematics				
	Strategy 2					
	Strategy 3					

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

Coordination and integration of Federal, State, and local services and programs: School wide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide program schools may combine most Federal, State, and local funds to provide these services. Exercising this option maximizes the impact of the resources available to carry out the school wide 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 the need for school wide reform in the following ways, 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.

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 school wide reform 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	Parental Involvement Nights will be designed to provide information to parents as well as increase interest in school wide programs.				
	Strategy 2					
	Strategy 3					

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

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

School:
LEA:
SEA: