

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 Durham Public Schools

District Goal 1:

Increase student achievement

Supports SBE Goal: Select an SBE Goal

Produce globally competitive students

District Goal 2:

Improve instructional leadership and professional development

Supports SBE Goal: Select an SBE Goal

Schools led by 21st Century professionals

District Goal 3:

Establish support, positive district climate and culture

Supports SBE Goal: Select an SBE Goal

Leadership will guide innovation in schools

District Goal 4:

Increase organization effectiveness and efficiency

Supports SBE Goal: Select an SBE Goal

Schools will be governed and supported by 21st Century Systems

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 Southwest Elementary School

Vision:

and diverse in educational skills.

Southwest embraces all areas of a child's development. The physical, social, psychological and intellectual needs of our students are met to facilitate authentic, lifelong learning.

Southwest belongs to the whole community. We work together to meet our common goal of student achievement. To ensure this mutual cooperation, we maintain frequent and open communication between home and school.

Southwest fosters a positive, supportive, child-centered atmosphere, facilitating a positive self-image in each of our students. Our classrooms reflect this by providing opportunities for individual emotional growth and exploration.

Access to Cultural Capital and the arts are very important within our school curriculum. Exposure to cultural arts and literature are provided in

Mission:

To foster classrooms where excellent teaching is targeted to the variable learning needs of diverse students. To create an environment in which students are provided with engaging instructional activities that promote higher level thinking skills. To employ educators who believe every child is entitled to the promise of a teacher's enthusiasm, time, and energy, and who will do everything in their power to help them realize their potential everyday.

LEA or Charter Name/Number:

School Name/Number:

Southwest Elementary School

School Address:

2320 Cook Rd, Durham, NC, 27713

Plan Year(s):

2009-2011

Date prepared:

2-Oct-09

Principal Signature:

Ari Cohen

10/2/2009

Date

Local Board Approval Signature

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	Signature	Date
Principal	Ari Cohen		
Assistant Principal Representative	Kathy Dubose		
SBDMC Chair	Karli Eller		
Inst. Support Representative	Amy Doty		
Teacher Assistant Representative	Pat Moore		
Parent Representative	Scherry Harris		
	Jessica Hale		
Teacher	Nancy Tremalgia		
	Mary Beckman		
	Myrna Rodriguez		
	Jennifer Meyer		

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

School Data and Summary Analysis

1. What does the article tell you about your school strengths?

Blank box for writing school strengths.

What is the missing, and how will you go about collecting the information for this unit?

What is the missing, and how will you go about collecting the information for this unit?

4. Based upon the evidence presented, what do you believe is the best course of action for the school?

Use the next evidence from your analysis to support these positions.

Response: The evidence presented in the case study indicates that the school is currently using a traditional, teacher-centered approach to instruction. This approach is characterized by a focus on rote learning and memorization, which is not the most effective way to promote student learning and understanding. The evidence also indicates that the school is not providing enough opportunities for students to engage in meaningful, authentic learning experiences. Therefore, the best course of action for the school is to implement a student-centered approach to instruction that emphasizes active learning, critical thinking, and problem-solving. This approach will provide students with the opportunity to engage in meaningful learning experiences that will promote their understanding and mastery of the subject matter.

Priority Goal 1 and Associated Strategies	
Area for improvement and supporting data: Reading achievement	
School Goal 1: Increase reading growth in grades 3-5 as indicated: Grade 3 from 52% to >66.8%; Grade 4 from 54.5% to >59%; Grade 5 from 59.2% to >63.3%. Also, increase reading proficiency in grades K-2 as indicated: Kindergarten from 67% to >70.3%; Grade 1 from 56.5% to >60.9%; Grade 2 from 41.7% to >47.5%	
Supports this district goal: Increase student achievement	
Target: Increase reading growth in grades 3-5 as indicated: Grade 3 from 52% to >56.8%; Grade 4 from 54.5% to >59%; Grade 5 from 59.2% to >63.3%.	
Indicator: Common Assessments, Benchmarks, EOG, IFRA/DRA	
Milestone date: Quarterly and EOY	
Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.	
Plan/Do	Strategy: K-5 teachers will implement the DPS Balanced-Literacy Framework (150 minutes of daily reading instruction)
	Action steps:
	Strategy 1: 1. Common grade level scheduling
	5.
	6.
	7.
	8.
	Strategy: K-5 teachers will receive support and technical assistance from Academic Coaches
	Action steps:
	Strategy 2: 1. Full day PLC planning time
	2. Triple Dose Literacy for advanced and struggling
	3. PLC Early Release planning and PD
Academy of Reading	
5.	
6.	
7.	
8.	
Strategy: K-5 teachers will analyze the student achievement and data for growth following all benchmarks and quarterly.	
Action steps:	
Strategy 3: 1. Full day PLC planning time	
2. PLC Early Release planning and PD	
3. Academy of Reading data	
4.	
5.	
6.	
7.	
8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1: Federal funds - Title I	Funding amount:	\$10,000
	Funding source 2: Select a funding source	Funding amount:	
	Funding source 3: Select a funding source	Funding amount:	
	Funding source 4: Select a funding source	Funding amount:	
	Funding source 5: Select a funding source	Funding amount:	
		Total initiative funding:	\$10,000
	Review frequency: Quarterly		
	Assigned implementation team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	K-2 Assessment Data (DRA) and 3-5 Assessment Data (IFRA), 2-5 Benchmark Data, EOG Data, Learning Walks		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Review of Data Tracking Boards to evaluate programs and assess which students need new or revised strategies available through our Response to Instruction plans for each PLC. Testing results and reading assessment levels will be the data used to determine progress and effectiveness.		
	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:
Math Achievement

School Goal 2: Increase math growth in grades 3-5 as indicated: Grade 3 from 64.8% to >68.3%; Grade 4 from 67% to >70.3%; Grade 5 from 79.6% to >81.6%. Also, increase math proficiency in grades 1-2 as indicated: Grade 1 from 82.4% to >84.2%; Grade 2 from 51.3% to >56.2%
Supports this district goal: Increase student achievement

Target: Increase math growth in grades 3-5 as indicated: Grade 3 from 64.8% to >68.3%; Grade 4 from 67% to >70.3%; Grade 5 from 79.6% to >81.6%.
Indicator: Common Assessments, Benchmarks, EOG
Milestone date: Quarterly and EOY

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

Plan/Do

Plan/Do	Strategy: K-5 teachers will implement the DPS adopted EnVisions Math Curriculum		
	Action steps:		
	Strategy 1:	1. Common Grade Level Scheduling	5.
		2.	6.
		3.	7.
		4.	8.
	Strategy: K-5 teachers will receive support and technical assistance from district math coaches and facilitators		
	Action steps:		
	Strategy 2:	1. Full day PLC planning time	5.
		2. PLC Early Release planning and PD	6.
		3. Morning tutoring and remediation	7.
		4.	8.
Strategy:			
Action steps:			
Strategy 3:	1.	5.	
	2.	6.	
	3.	7.	
	4.	8.	

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Federal funds - Title I	Funding amount: \$10,000
	Funding source 2:	School general funds	Funding amount: \$5,000
	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:	\$15,000
	Review frequency:	Quarterly	
	Assigned implementation team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	K-5 Assessment Data (Math Tasks), 2-5 Benchmark Data, 3-5 EOG Data, Learning Walks		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Review of Data Tracking Boards to evaluate programs and assess which students need new or revised strategies available through our Response to Instruction plans for each PLC. Testing results and reading assessment levels will be the data used to determine progress and effectiveness.		
Act	What does data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:
Science Achievement

School Goal 3:	Increase Science growth in grade 5 as indicated: Grade 5 from 52% to >56.8%. Also, increase science proficiency in grades 3rd and 4th as indicated: Grade 3 from 17.9% to >26.1%; Grade 4 from 44.8% to >50.3%.
Supports this district goal:	Increase student achievement
Target:	Increase Science growth in grade 5 as indicated: Grade 5 from 52% to >56.8%. Also, increase science proficiency in grades 3rd and 4th as indicated: Grade 3 from 17.9% to >26.1%; Grade 4 from 44.8% to >50.3%.
Indicator:	Unit assessments, Benchmarks and 5th Grade EOG
Milestone date:	Quarterly and EOY

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Teachers will each plan and present the instruction of one unit and rotate the students to provide more efficient and effective planning.	
		Action steps:	
		1. Students split appropriately into classrooms.	5.
		2. Team teaching	6.
		3.	7.
		4.	8.
	Strategy 2:	Strategy: 5th Grade teachers will attend district level PD to implement and enrich their science instruction.	
		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	<p>How will we fund these strategies?</p> <p> 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 </p> <p> Funding amount: Funding amount: Funding amount: Funding amount: Funding amount: Total initiative funding: \$0 </p> <p>Review frequency: Quarterly</p> <p>Assigned implementation team:</p>
	<p>What data will be used to determine whether the strategies were deployed with fidelity?</p> <p>The quarterly unit assessments will be used to determine the effect of the instruction for each content area.</p>
Check	<p>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</p> <p>Students will demonstrate proficiency on the unit assessments and on the 5th grade EOG.</p>
	<p>What does data show regarding the results of the implemented strategies?</p>
Act	<p>Based upon identified results, should/how should strategies be changed?</p>

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:
Teacher Working Condition Survey Results

School Goal 4:	Teachers will feel more empowered and have more time provided to them to improve upon the effectiveness and efficiency of their individual and collaborative PLC planning.
Supports this district goal:	Supports all district goals: 1. Increase student achievement, 2. Improve instructional leadership and professional development, 3. Establish support, positive district culture and climate, 4. Increase organizational effectiveness and efficiency.
Target:	Teachers will feel more empowered and have more time provided to them to improve upon the effectiveness and efficiency of their individual and collaborative PLC planning.
Indicator:	Teacher Working Condition Survey Results
Milestone date:	EOY Survey

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

Plan/Do

Strategy 1:	Strategy: Increase planning time.			
	Action steps:			
	1. PLC Early Release Day PD and planning time		5.	
	2. Quarterly full day planning time with PLC		6.	
	3. Twice weekly PLC meetings		7.	
		4.	8.	
	Strategy 2:	Strategy: Coverage provided for peer observations		
		Action steps:		
		1. TA assigned to monitor classes at teachers request for time to observe peers.		5.
		2.		6.
		3.		7.
	4.		8.	
Strategy 3:	Strategy: More PLC and Committee driven decisions			
	Action steps:			
	1. Supplemental budget spending decisions determined by SBDMC.		5.	
	2. SIP and strategies determined and driven by all teachers in the building.		6.	
		3.	7.	
		8.		

Plan/Do	How will we fund these strategies?		
	Funding source 1: Federal funds - Title I	Funding amount:	\$10,000
	Funding source 2: Select a funding source	Funding amount:	
	Funding source 3: Select a funding source	Funding amount:	
Funding source 4: Select a funding source	Funding amount:		
Funding source 5: Select a funding source	Funding amount:		
	Total initiative funding:		\$10,000
	Review frequency: Quarterly		
	Assigned implementation team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	Grade level and Committee PLC minutes will be submitted and reviewed twice monthly. Administration will attend PLC and Grade level meetings a minimum of twice per month.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Mid-year TWC survey will be distributed to the staff to determine areas and arenas for improvement in organizational leadership and empowerment.		
Act	What does data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Community Outreach

School Goal 5: Further develop the positive climate at Southwest through increasing the community engagement, involvement and participation.

Supports this district goal: Goal 3: Establish Support, Positive District Climate and Culture

Target: Further develop the positive climate at Southwest through increasing the community engagement, involvement and participation.
Indicator: Attendance and participation at community events, within and away from the school.
Milestone date: Directly following planned community events with culminating review at the end of the year.

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Outreach events away from the school setting			
		Action steps:			
	1.	Southwest nights at local business establishments.		5.	
	2.	Parent/Teacher conference nights at local community meeting places, more convenient to our students' parents/guardians.		6.	
	3.	Southwest Morning Wellness Walks along the Tobacco Trail.		7.	
	4.			8.	
	Strategy 2:	Strategy: Family events at Southwest after business hours and on weekends			
		Action steps:			
		1.	Open House and Orientation	5.	Parents to lunch days
		2.	Fall Festival	6.	Southwest Science Fair
		3.	Fall Family Math Fun Night	7.	Southwest Family Movie Nights
	4.	Grade level Parent Muffin Mornings	8.	Southwest International Night	
Strategy 3:	Strategy: Invite parents to serve on ALL school decision committees.				
	Action steps:				
	1.	Send out consistent reminders to families requesting parental attendance, participation and involvement on committees.	5.		
	2.		6.		
	3.		7.		
4.		8.			

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$2,000
Funding source 2:	State funds for at-risk students	Funding amount:	\$500
Funding source 3:	School general funds	Funding amount:	\$1,000
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$3,500

Review frequency: Quarterly

Assigned implementation team: Community Outreach Committee

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

<small>Table 1: Summary of key findings and recommendations. This table provides a concise overview of the main results and the proposed actions to address the identified issues.</small>
<small>Table 2: Detailed analysis of the data collected during the study. This table presents the raw data and the results of the statistical tests performed to evaluate the hypotheses.</small>





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.

			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	X	X	X	X	X.
		Strategy 2	X	X	X	X	X.
		Strategy 3	X	X	X	X	

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:

Tracks growth and proficiency data.



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.

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

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

All teachers are credentialed and certified in their content area. On-going professional development is provided and available to all staff in the school.

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

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

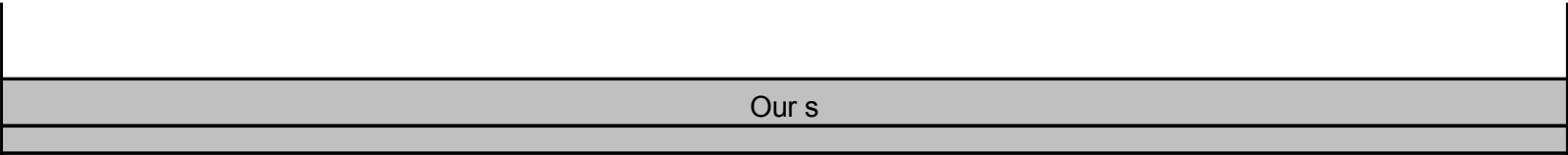
Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:

On-going professional development is provided through weekly PLCs, district professional development in content and classroom support, and DPI sponsored workshops and conferences. Teachers also participate in professional development through My Learning 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.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	Strategy 1					
	Strategy 2					
	Strategy 3					
<p>Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:</p>						

Our school continues to work closely with the district in providing on-going professional development. Teachers also receive ongoing feedback from the Literacy Academic Coach. District Content Directors also provide support to teachers through observations, modeling fo best practices, and feedback. The PTA works closely with the administration in planning on-going teacher appreciation activities throughout the school year.



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.

			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	X	X	X	X	X	X
	Strategy 2	X	X	X	X	X	X
	Strategy 3	r X					

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

Required 1st and 3rd quarter Parent Teacher conferences. Also, school and PTA is developing a renewed and shared vision and mission to work collaboratively to reach our under resourced sections of the community. The school's Volunteer Coordinator also works to recruit and involve parents in the day to day activities of the school.



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:

Southwest Administration and Kindergarten teachers meet with pre-k program staff to facilitate increased and improved kindergarten awareness.



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

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

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

A data tracking system is used to increase and facilitate more individualized instruction. Quarterly review of the school's data (Quarterly Common Assessments and Benchmarks) by school's data team is used to increase and facilitate student grouping and individualized instruction to meet student learning needs. The Curriculum Committee also to discuss best practices and assessments to meet student learning needs.



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

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

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

Data tracking system to gain visual perspective on growth, proficiency, and the programs currently being provided to each student
 Weekly grade level meeting used to discuss individual students experiencing difficulty.
 PEPs, SAP, Observations, Fluid Grouping Remediation Plan.



Coordination and integration of Federal, State, and local services and programs. Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

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

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

Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

Targeted assistance strategies: Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	educational delivery.				
		Strategy 2	ESL, EC, AIG Teachers regularly collaborate with the classroom teachers to facilitate more continuity within the various services.				
		Strategy 3	Double and Triple Dose strategies will be implemented to accommodate the needs of the students falling short of their educational goals and requirements.				

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:

We also employ computer based programs (Academy of Reading, Destination Success, Renzulli) as a means of remediating and engaging the students struggling to be successful. Students who have run the course in the SAP program without sufficient success and results are potentially evaluated for exceptional children's needs.



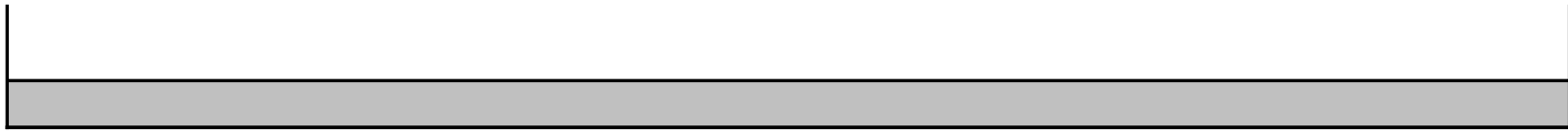
Instruction by highly qualified teachers: Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

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

Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:



All staff responsible for planning lessons and serving the students targeted needs are hired ONLY if they are highly qualified in the area they are teaching. All Southwest staff are fully certified in their fields.



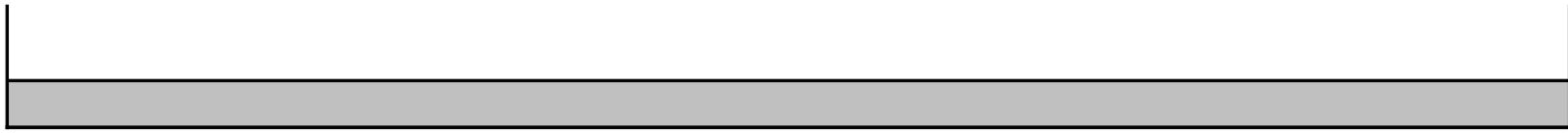
High-quality and ongoing professional development. All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying 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.

			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	All teachers new to our school environment have a district provided mentor teacher in addition to the in house teacher mentors we identify.					
	Strategy 2	All teachers are encouraged to participate in the workshops offered through My Learning Plan (DPS PD District Catalogue).					
	Strategy 3	PLC Early release days are planned f					
	Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:						



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

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	In addition to parent participation on various school based decision making committees including SBDMC, Southwest facilitates curriculum night events which keep parents informed and involved in the academic instruction.				
		Strategy 2	Southwest teachers communicate a minimum of 1 time per week with all parents via a classroom newsletter.				
		Strategy 3	Twice weekly, phone voicemail messages are sent to all Southwest families.				
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						



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

			Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Southwest utilizes the school's Social Worker to function as a liaison between the school and external agencies working with the students on Mental and health services, academic mentorship, and law enforcement agencies to maintain Southwest's attendance record.				
		Strategy 1					
		Strategy 2					
		Strategy 3					

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

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

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

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