



**Trinity Elementary School
School Improvement Plan
2016-2017**

Trinity Elementary School

School Improvement Plan

<p>Path to Pride Strategic Goals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional program that supports academic growth <input type="checkbox"/> Fiscal responsibility <input type="checkbox"/> Recruit and retain highly qualified staff <input type="checkbox"/> Maintain efficient operations <input type="checkbox"/> Effective public relations 	<p>Strategic Focus:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All students can learn <input checked="" type="checkbox"/> All students will be taught in a safe and nurturing environment <input type="checkbox"/> All students deserve a teacher who is qualified and well-prepared <input type="checkbox"/> All students deserve access to instructional resources managed in a fiscally responsible manner <input checked="" type="checkbox"/> All stakeholders share the responsibility and accountability for student learning
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Current Level of Performance (Data Summary): As of June 2016, all schools in the Randolph County School System have completed exploration, consensus, and readiness assessments with their staff in order to determine their school’s needs for the implementation of MTSS. All schools should now be able to identify the ways in which they meet the unique and diverse learning needs of all students in their schools within the MTSS framework.

Annual Goal: By June 2017, all schools in the Randolph County School System will utilize multiple sources of formative and summative data to determine effectiveness of core instruction. A standard communication protocol will be in place to ensure an effective feedback loop between school and district MTSS teams.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Explore the MTSS framework throughout the 2016-17 school year	School-based MTSS team	Monthly information provided in RCSS curriculum newsletter	Principal and school-based MTSS team	Minutes from MTSS meetings	2016-17 school year	June 2017	
Generate a list of at-risk students in transition grades to be shared with the next feeder school at the end of the year.	School counselor, support staff, classroom teachers	Create an at-risk document to identify at-risk students. Documents needed to create the at-risk document include: academic, behavioral, discipline, and social/emotional data	School counselor, school administrators, classroom teachers	Complete list of at-risk students	3 rd Quarter	June 2017	

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<p>Current Level of Performance (Data Summary):</p> <ul style="list-style-type: none"> • We are making larger gains in reading than in math. • 4th grade team gained over 14% in Math. • The 2015-2016 4th graders doubled their achievement growth.
<p>Annual Goal: Trinity Elementary will increase student proficiency to 65% in math achievement by targeting instruction through the use of differentiated instruction. Teachers will utilize common formative assessments to identify areas of need. Trinity Elementary school will work collaboratively with parents so that they are able to assist students at home.</p>

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Differentiated math instruction: Math stations	K-5 teachers	Ana Floyd Station materials	Classroom teachers	Observations Student Achievement	Quarterly	June 2017	
Increase Math Fluency: Math club Fact contests Math websites	K-5 teachers	Websites Lead Teacher	Classroom teachers Hughes	Observations Informal Assessments	Quarterly	June 2017	
Increase parent involvement & understanding	P.E.C. Parents K-5 teachers	Conferences Parent Night	Classroom teachers	Participation	Quarterly	June 2017	

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<p>Current Level of Performance (Data Summary):</p> <ul style="list-style-type: none"> • 2015-2016 EOG data reflects a Reading proficiency of 57%. • K-5 TRC proficiency is 53%. • LetterLand made a significant impact on Kindergarten DIBELS and TRC assessments.

Annual Goal: Trinity Elementary will increase Reading proficiency to 62% by using common formative assessments in order to provide targeted instruction. Reading Specialist will provide explicit instruction based on specific needs of students. All staff members will gain confidence in drilling down data to identify specific areas of need.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
Common Formative Assessments to be used as Pre and Post Tests.	Grade Level Teachers	-Schoolnet -School Lead Teacher	K-5 teachers	Schoolnet results	2016-2017	June 2017	
K-2 Letterland	K-2 teachers	-Letterland Resources -2 nd grade training	K-2 teachers	DIBELS	2016-2017	June 2017	

Increase focus on Tier 2 and Tier 3 vocabulary in all content areas	All staff	-Flocabulary -Achieve 3000 -County Lead -School lead teacher -Magazine supplements	K-5 teachers	-Benchmark data -Assessments -Weekly lesson plans	2016-2017	June 2017	
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Current Level of Performance (Data Summary):
 Teacher Working Condition Survey shows that there is a need for more professional development to incorporate 21st century skills. The survey also shows the need for updating technology as many laptops and desktops are becoming problematic. Currently, RCSS does not have the ability to update and correct issues with specific make of models of technology. Therefore, these items are becoming obsolete, 68% of student devices at Trinity Elementary School are no longer serviced by the RCSS technology department.

Annual Goal: Increase student engagement with individual digital experiences through teacher made activities and assessments that incorporate 21st century skills.

Action Steps/Strategies	Implementation		Monitoring			Completion	
	Team Members	Resources/Professional Development Needed	Persons Responsible	Evidences	Reporting Timeframe	Target Date	Next Steps
<p>Teachers will participate in CANVAS training. Fifth Grade students will have one-to-one devices. Teachers will incorporate lessons via CANVAS for students to participate.</p>	<p>5th Grade Teachers Media Specialist</p>	<p>Professional Development on CANVAS Technology support from Media Specialist and Technology Specialist</p>	<p>Media Specialists 5th Grade Teachers</p>	<p>CANVAS activities Lesson Plans</p>	<p>Quarterly</p>	<p>June 2017</p>	

<p>Design a plan for technology replacement and refreshment cycles which promote digital experiences.</p>	<p>Media Specialist SIT Team County Technology Leaders</p>	<p>System requirements for ordering hardware</p>	<p>SIT Team Media Specialist Technology Assistant</p>	<p>Plan of action for the next three years</p>	<p>Quarterly</p>	<p>June 2017</p>	
<p>Provide teachers with information, training, and online resources to enhance student achievement.</p>	<p>Lead Teacher Media Specialist Teacher Leaders in the building</p>	<p>Mandated Workdays at TES to incorporate technology training. RCSS training available to assist with digital resources</p>	<p>SIT Team</p>	<p>Teacher Lesson Plans PLC Agendas Workshop handouts</p>	<p>Quarterly</p>	<p>June 2017</p>	

Professional Development Plan

Professional Development Goal(s): To discuss and implement strategies that improve student and parent engagement from the text, *Engaging Students: The Next Level of Working on the Work.*

Professional Development Design and Schedule:

Monthly activities will be conducting with staff to create dialogue and understanding of engaging students.

Mandated workdays to discuss best practices in Reading and Math.

Progress Toward Meeting Professional Development Goals:

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

Assessment/Evaluation of Effectiveness of Professional Development (based upon data):

Quarter 1:

Quarter 2:

Quarter 3:

Quarter 4:

LEA or Charter Name/Number: Randolph County School System
 School Name/Number: Trinity Elementary School



School Address: 5457 Braxton Craven Rd. Trinity, NC27370
 Plan Year(s): 2016-2018
 Date Elected to School Improvement Team:
 Date School Improvement Plan Prepared:
 Principal Signature: _____

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	Committee Position*	Name
Principal	Kimberly Bowie		
Assistant Principal	Cindy Walker		
Teacher Representative Kindergarten	Christina Shively		
Instructional Support Representative	Julie Barker		
Teacher Assistant Representative	Sharon Pencola		
Parent Representative	Amy Howard		
Teacher Representative 1 st Grade	Angie Hunt		
Art Teacher Representative	Amanda Holcomb		
Lead Teacher Representative	Kirsty Hughes		
Teacher Representative 2 nd Grade	John Safriet		
Teacher Representative 3 rd Grade	Christin Frank		
Teacher Representative 4 th Grade	Tony O'Neal		
Teacher Representative 5 th Grade	Christina Moss		
Media Specialist Represnetative	Elisabeth Borowicz		
Parent Representative	Marsh H. Jarrett		

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

SCHOOL IMPROVEMENT PLAN QUARTERLY DATA REVIEW

Evaluation	Quarter 1
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <p style="margin-left: 20px;"><input type="checkbox"/> Continue current strategy and update deployment plan for next quarter.</p> <p style="margin-left: 20px;"><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan.</p> <p style="margin-left: 20px;"><input type="checkbox"/> Abandon current strategy and identify new strategy.</p>

Evaluation	Quarter 2
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

Evaluation	Quarter 3
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

Evaluation	Quarter 4
<p>What data was used to determine if the School Improvement Plan strategies were deployed with fidelity?</p> <p>What data was used to determine if the action steps impacted the measurable strategies?</p>	<p>Goal 1:</p> <p>Goal 2:</p> <p>Goal 3:</p> <p>Goal 4:</p> <p>Goal 5:</p>
Reflection	
<p>What does the data tell us?</p> <p>What cannot be gleaned from the data?</p> <p>What improvements have been made to this point?</p> <p>What are the opportunities for improvement?</p>	
<p>Measurable Strategy Met?</p>	<p><input type="checkbox"/> YES. If yes, change target goal in order to further impact the overall goal.</p> <p><input type="checkbox"/> NO. If no, check the appropriate action below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue current strategy and update deployment plan for next quarter. <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan. <input type="checkbox"/> Abandon current strategy and identify new strategy.

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

- Implement strategies for improving performance of all students?
- Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
- Plan use of staff development funds?
- Plan for use of assessments to monitor student progress?
- Provide daily duty-free lunch to teachers?
- Provide at least five hours of planning time for teachers each week?
- Implement strategies for involving parents and the community in the educational program?
- Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

K – 8 Schools Only

Does this school:

- Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years 2016-2017**

School Name: Trinity Elementary School

School Numbers(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
760376	Trinity Elementary School is requesting a waiver from the State-required on-going operational activity of providing a daily duty-free lunch for teachers.
	2. Identify the law, regulation, or policy from which exemption is required.
760376	NC General Statute 115C-105.27(b)(6)
	3. State how the waiver will be used.
760376	Resources will be used to provide teachers with planning time during the school day.
	4. State how this wavier helps achieve the specific performance goals.
760376	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years 2016-2017**

School Name: Trinity Elementary School

School Numbers(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
760376	Trinity Elementary School is requesting a waiver from the State-required on-going operational activity of providing at least five hours of planning time for teachers each week.
	2. Identify the law, regulation, or policy from which exemption is required.
760376	NC General Statute 115C-306.1
	3. State how the waiver will be used.
760376	Resources will be used to provide teachers with planning time during the school day.
	4. State how this waiver helps achieve the specific performance goals.
760376	Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time.
	<i>(please duplicate this sheet as needed for additional waivers)</i>

Safe School Plan for

Trinity Elementary 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: Kimberly Bowie

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 law, the following disciplinary consequences may occur:
If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his 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.

If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal's personnel file and disciplinary proceedings under General Statute 115C-325.

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Cindy Walker

Teachers: Holcomb, Borowicz, Shively, Hunt, Safriet, Frank, O’Neal, Moss

Teacher Assistants: Sharon Pencola and Staci Pope

Other School Staff: Hughes

Parent Participants: Amy Howard and Marsha Jarrett

All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.

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:

The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS)

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:

The Randolph County School System utilizes the Multi-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.

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:

Short-Term (less than 15 days):

Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.

Short-Term (minimum of 15 days):

Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.

Long-Term Suspended:

Schools will follow the Randolph County School System Alternative Education Options procedures.

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 the number of goals.)*

Goal: Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus

Target: Increase staff awareness and implementation of safety procedures throughout the campus

Indicator: Rosters of staff trainings; safety drill logs; visitor logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

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

Goal: Promote a safe and orderly environment conducive to learning by maintaining a secure campus

Target: Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team

Indicator: Discipline data, attendance data, suspension data, MTSS logs

Milestone Date: Quarterly

Goal:

Target:

Indicator:

Milestone Date:

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

Professional Development	Planned/Completed			
Safe School Training	August 18 / September 16, 2016			
MTSS Training	August 18 /prior to December 20, 2016			
Data Analysis	August 18 / Monthly Data Team Meetings			

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

Maintain the Sheriff's Department as a community partner as it continues to provide:

- one SRO's (School Resource Officers) at each of the six traditional high schools
- one SRO (School Resource Officer) for each of the six middle schools
- one SRO (School Resource Officer) for the one sixth grade school
- two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School
- one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools
- two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools

Maintain established protocol for communication and collaboration with community agencies that provide support to students.

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

- The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.
- District and school level safety meetings will be held quarterly to provide information updates and training.
- A separate detailed Crisis Management Plan is maintained per facility.

Title 1 Schoolwide Compliance Review and Plan

A comprehensive school improvement plan must address all components defined in the Elementary and Secondary Education Act (Section 1114b 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 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	X	X	X		
	Strategy 2		X	X		
	Strategy 3			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:

- We conduct weekly PLC meetings for all certified staff that is led by the Lead Teacher and Administration.
- Certified staff participates in vertical planning sessions twice a month – 1st and 3rd Tuesdays of the month
- Guided Reading in K-5: All classrooms has a support person so that there are two adults in the classroom during guided reading.
- Teachers utilize online resources (such as Achieve 3000, Flocabulary, Reading Eggs, and Moby Max)

Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staff 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	X	X		X	
	Strategy 2		X	X		
	Strategy 3		X	X		

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:

- We conduct interview team to hire highly qualified staff. The team uses prescribed questions and rating scales to be completed by each person on the team.
- School Improvement team has mandated two workdays that allow for profession development on a variety of topics. Teachers are allowed choice in signing up sessions.
- Teachers have opportunities for Leadership throughout the entire year.

High-quality and ongoing professional development: Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all student 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	X	X	X	X	
	Strategy 2			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:

- Teachers participate in weekly PLC meetings that are led by the Lead Teacher and Administration.
- Vertical planning sessions that take place twice a month
- Teacher Assistants are provided with two professional development days throughout the school year.
- School Improvement Team mandated two workdays to provide professional development for staff
- Teachers participate in Semester PLC days to work on semester plans and provide instructional support with new resources

Strategies used to attract highly qualified teachers to high needs 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	X	X	X	X	
	Strategy 2	X	X	X	X	
	Strategy 3			X	X	

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:

- Promethean Boards and document cameras are available in all classrooms
- Each teacher is provided with a laptop and docking station in their class
- Classrooms are fully stocked with current instructional materials that support our school improvement goals
- Opportunities for teacher leadership
- Scheduled planning sessions to encourage co-planning as well as vertical planning
- Grade levels are provided with laptop carts to incorporate 21st century skills

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	X				
	Strategy 2					
	Strategy 3		X			

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

- Teachers send home Reading 3D Home Connect letters to parents at BOY, MOY, and EOY
- Report Cards
- All classroom teachers have teacher conferences at the end of first quarter about each student.
- Title 1 Events and Evening Activities to inform parents of current curriculum
- Website is current and provides a resource for parents to stay up to date on daily activities
- Parent Portal for all 3rd through 5th graders
- Monthly Principal Newsletters to keep parents informed of current and upcoming events.
- Weekly parent phone messages from Administration

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	X				
	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:

- Dial 4 Screening
- Parents receive resources at the DIAL 4 screening to assist with preparing students for Kindergarten.
- Kindergarten Registration Night
- Pre-school classes visit our Kindergarten classes in the spring.

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.

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	X	X	X		
	Strategy 2		X	X		
	Strategy 3				X	

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

- We complete DIBELS and TRC assessments for all students K-5
- Monthly Data Team meetings that address school data in a variety of areas (academics, attendance, etc).
- LetterLand is used in our K-2 classes that include regular assessments to see if students are mastering the required skills.
- Informal assessment are done daily basis with Guided Reading and Math Stations.
- PLC meetings discuss children at risk and intervention being used. Teachers are required to track individual data on these students.
- Teachers utilize a variety of online resources that assesses students in Reading and Math.

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	X	X	X		
	Strategy 2					
	Strategy 3				X	

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

- Teachers provide guided reading instruction that is individualized for all students.
- Teachers track student data monthly using the Reading 3D DIBELS and TRC.
- Teachers complete Data Captures for students – this is when they drill down to areas of specific need and incorporate interventions. Teachers are expected to track the effectiveness of interventions throughout the quarter.
- Reading Specialists work with students in first and second grade.
- Interventionists are available to work with students in Kindergarten, 3rd grade, 4th grade and 5th grade.
- Bi-monthly MTSS meetings to address specific needs of students
- BEP teachers push in to Guided Reading to provide support for students.

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.

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	X				
	Strategy 2					
	Strategy 3				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:

- **Communities in Schools provide food for students via the Back Pack Pals.**
- **Community supporters collect and raise money to purchase school supplies for students.**
- **Guidance Counselor provides small group instruction for students in need.**
- **Lunch Buddies / Mentors for students**