

## Executive Summary for Walter L. Parsley Elementary: Instructional Improvement Plan

### COMMUNITY BUILDING:

- K-5 vertical and cross curricular planning
- Whole-school use of planbook.com
- Grade-level PLT
- Whole-school PLT
- The FISH Philosophy
- Foundations K-2
- Daily 5/CAFÉ Strategies
- Science Fair
- Science Olympiad
- Parsley Pacers
- Community partnership with Dollar General
- Community partnership with South Bank
- School-wide recycling program
- Rachel's Challenge
- The Artisan Teacher
- PTA meetings and events
- School-wide critical thinking vocabulary initiative
- Thinking Maps Learning Community
- SOAR Theme - Safe, Organized and Orderly, Attentive and Attitude, Respectful
- "Reach for the Stars and You Will SOAR" Incentive
- Safety procedures and drills
- Staff Shout-Out board
- Monthly "Cheers to You" cards
- "Peek at the Week" staff bulletin
- Community partnership with PTA
- PTA's Patriot Post newsletter
- Communications through social media

### INSTRUCTION:

- Words Their Way whole-group instruction 3-5
- Differentiated language arts vocabulary for students
- Mathematics and science vocabulary and content journals
- Thinking Maps Learning Community
- Rocket Math
- Multiplication Masters
- Foundations K-2
- Daily 5/CAFÉ strategies
- Word Masters
- Daily reading fluency homework for all children scoring below benchmark goal
- Sub-group performance focus

### CONTENT PLANNING:

- The Artisan Teacher
- Thinking Maps Learning Community
- Protected Instructional Time for literacy, mathematics, and science
- Daily Enrich and Reteach Time
- Daily scheduled grade-level planning and/or professional learning communities time
- Whole-school professional learning communities
- Quarterly whole-school data analysis professional learning communities
- Bi-monthly MTSS and data review meetings
- Grade-level and whole-school literacy plans
- Differentiated professional development

### ASSESSMENT FOR LEARNING:

- North Carolina End-of-Grade Tests
- DIBELS/TRC
- NC Check-in
- Schoolnet
- AIMSweb+ Universal Screener
- Weekly fidelity checks on researched-based programs
- Kindergarten Entry Assessment (KEA)
- Quarterly reading and writing assessments on Core Words
- Foundations K-2
- Rocket Math
- Multiplication Masters
- Scholastic Reading Inventory (SRI)
- DORF & DAZE 4-5
- Read Theory

**LEA or Charter Name/Number:** New Hanover County Schools - 650  
**School Name/Number:** Walter L. Parsley Elementary - 380  
**School Address:** 3518 Masonboro Loop Rd. Wilmington, NC 28409  
**Plan Year(s):** 2014-2016  
**Date prepared:**

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

**Local Board Approval Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Robin Hamilton	Teacher Representative	Candace Hart
Assistant Principal Representative	Mandi James	Teacher Representative	Lauren Applewhite
Teacher Representative - SIT Chair	Robyn Avery	Teacher Representative	Lisa Traflet
Inst. Support Representative	Malinda Hall	Teacher Representative	Amanda Holmes
Teacher Assistant Representative	Leslie Martin	Teacher Representative	Mary Beth White
Parent Representative - PTA Pres.	Emily Reiniche	Teacher Representative	Monique Robbins
Parent Representative	Heather Wigley	Teacher Representative - EC	Stacy Stone
Parent Representative	Tara Geibe	Teacher Representative	Chris Walters
Parent Representative	Bob York	Technology Asst.	Mary Rizzo
Parent Representative	Nancy Boldizar	MTSS Coordinator	Kerri Harris
Parent Representative	Ann Wilson		

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

## School Vision and Mission Statements for Walter L. Parsley Elementary

### **Vision:**

The vision of Parsley is to instill a passion for learning and nurture well-rounded, respectful, contributing citizens of a globally competitive society.

### **Mission:**

The mission of Parsley Elementary is to nurture responsible decision-makers, who are cooperative, passionate self-learners respectful of diversity.  
Through engaging students in relevant and individualized learning, we will produce creative and dynamic citizens who will contribute to and flourish in our global society.



**Priority Goal 1 and Associated Strategies**

<b>Plan/Do</b>	<b>School Goal 1:</b>	Parsley Elementary School will increase reading proficiency to 100%.										
	<b>Supports this district goal:</b>	Our School Improvement Plan aligns with New Hanover County Schools 2016-2020 Strategic Plan Goals: Achievement, Environment, Partnerships, Talent Development, and Lifelong Learning.										
	<b>SMART Goal (one- to three-year projection)</b>	Parsley Elementary School will increase reading proficiency to 100% as measured by North Carolina End-of-Grade Test results, beginning-of-year, middle-of-year, and end-of-year DIBELS oral reading fluency results, AIMSweb+ Universal Screener and New Hanover County Schools quarterly Schoolnet reading benchmark assessment results by 2018.										
		<b>Percent Proficient</b>					<b>Growth</b>					
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	<b>English Language Arts</b>	87.8	87.2	83.3				Exceeds	Met	Exceeds		
	<b>What data supports the SMART Goal above? (Insert data or put data in summary form. If too large, reference the data's location)</b>											
		<b>2015-2016 ELA Percent Proficient by Subgroup</b>										
		<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>
	<b>3rd Grade</b>	79.2	*	*	*	69.2	*	82.9	46.2	*	53.3	>95
<b>4th Grade</b>	91	*	*	*	*	*	92.9	73.3	*	*	>95	
<b>5th Grade</b>	81.2	*	*	*	*	*	83.7	55.6	*	42.9	>95	
	<b>2016-2017 ELA Percent Proficient by Subgroup</b>											
	<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>	
<b>3rd Grade</b>												
<b>4th Grade</b>												
<b>5th Grade</b>												
<b>Plan/Do</b>	<b>Strengths:</b> Protected instructional time for reading instruction, K-5 vertical and cross-curricular planning, daily grade level planning, grade level PLT, whole-school PLT, whole-school use of Planbook.com, grade level and whole-school literacy plans, daily scheduled Enrich and Reteach Time, differentiated staff development, Words Their Way whole group instruction grades 3-5, Foundations grades K-2, Daily 5/CAFE strategies, assessment on core words, Thinking Maps Learning Community, The Artisan Teacher, whole-school critical thinking vocabulary initiative			<b>Opportunities For Improvement</b>				<b>Information/Data needed that you do not have:</b> We have the necessary instruments to formatively and summatively measure the data to monitor progress for Goal 1.				

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

Plan/Do	Strategy 1:	Strategy: Sub-group Performance Focus
		Action steps:
		1. We will collect data (formative and benchmark) and focus on our three lowest performing subgroups (Black, Students with Disabilities, and Hispanic).
		2. We will provide intentional instructional opportunities for students in the lowest performing subgroups who do not meet grade-level proficiency.
	Strategy 2:	Strategy: Talent Development/Achievement
		Action steps:
		1. We will provide differentiated and sustainable professional development to all staff members.
		2. Staff members will participate in grade-level and whole-school professional learning communities.
	Strategy 3:	Strategy: Vocabulary and Content
Action steps:		
1. K-5 teachers will perform quarterly reading and writing assessments on core words.		
2. Students and staff will participate in the whole-school critical thinking vocabulary initiative.		

3. Fidelity checks will be conducted in Foundations K-2, Words Their Way 3-5, DIBELS/TRC, AIMSweb 4-5, The Artisan Teacher, and Thinking Maps.

4. Staff members will participate in *Thinking Maps* professional development.

3. Students will create differentiated English Language Arts vocabulary lists and/or journals.

Identify the measures you will use to determine the effectiveness of the strategy.

Check	A. List the measure(s) the team will use to determine if the strategy was implemented/completed (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly (Fidelity)		C. List the measure(s) the team will use to determine if the overall goal was met (Impact)	
	Measure(s)	Reported When	Formative Measure(s)	Reported When	Summative Measures	Reported When
	DIBELS/TRC Oral Reading Fluency	Sept. 2016, Jan. 2017, May 2017	Administrative Fidelity Checks	Weekly	North Carolina End-of-Grade Assessment	June 2017
	AIMSweb+ Universal Measure	Sept. 2016, Jan. 2017, May 2017				
Schoolnet	Nov. 2016, Feb. 2017, Apr. 2017					

Act	D. If not successful, what changes will be made?	
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**Priority Goal 2 and Associated Strategies**

<b>Plan/Do</b>	<b>School Goal 1:</b>	Parsley Elementary School will increase overall mathematics proficiency to 100%.											
	<b>Supports this district goal:</b>	Our School Improvement Plan aligns with New Hanover County Schools 2016-2020 Strategic Plan Goals: Achievement, Environment, Partnerships, Talent Development, and Lifelong Learning.											
	<b>SMART Goal (one- to three-year projection)</b>	Parsley Elementary School will increase overall mathematics proficiency to 100% as measured by North Carolina End-of-Grade Test results, AIMSweb+ Universal Screener, North Carolina Check-In and New Hanover County Schools quarterly Schoolnet mathematics benchmark assessment results by 2018.											
		<b>Percent Proficient</b>					<b>Growth</b>						
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
	<b>Mathematics</b>	92.2	89.9	89.3				Exceeds	Exceeds	Exceeds			
	<b>What data supports the SMART Goal above? (Insert data or put data in summary form. If too large, reference the data's location)</b>												
		<b>2015-2016 ELA Percent Proficient by Subgroup</b>											
		<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>	
	<b>3rd Grade</b>	87.7	*	*	*	84.6	*	90.1	73.1	*	53.3	>95	
<b>4th Grade</b>	95.0	*	*	*	*	*	>95	80.0	*	*	>95		
<b>5th Grade</b>	86.3	*	*	*	*	*	88.8	55.6	*	28.6	>95		
	<b>2016-2017 ELA Percent Proficient by Subgroup</b>												
	<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>		
<b>3rd Grade</b>													
<b>4th Grade</b>													
<b>5th Grade</b>													
<b>Plan/Do</b>	<b>Strengths:</b>	Protected instructional time for mathematics instruction, K-5 vertical and cross-curricular planning, daily grade level planning, grade level PLT, whole-school PLT, whole-school use of Planbook.com, grade level and whole-school mathematics literacy plans, daily scheduled Enrich and Reteach Time, differentiated staff development, Rocket Math, Multiplication Masters, Thinking Maps Learning Community, The Artisan Teacher, whole-school critical thinking vocabulary initiative				<b>Opportunities For Improvement</b>			<b>Information/Data needed that you do not have:</b> We have the necessary instruments to formatively and summatively measure the data to monitor progress for Goal 2.				

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

<b>Plan/Do</b>	<b>Strategy 1:</b>	Strategy: Sub-group Performance Focus
		Action steps:
		1. We will collect data (formative and benchmark) and focus on our three lowest performing subgroups (Black, Students with Disabilities, and Hispanic).
		2. We will provide intentional instructional opportunities for students in the lowest performing subgroups who do not meet grade-level proficiency.
		3. Fidelity checks will be conducted in AIMSweb K-5, Rocket Math, The Artisan Teacher, and Thinking Maps.
	<b>Strategy 2:</b>	Strategy: Talent Development/Achievement
		Action steps:
		1. We will provide differentiated and sustainable professional development to all staff members.
		2. Staff members will participate in grade-level and whole-school professional learning communities.
3. Staff members will participate in <i>The Artisan Teacher</i> professional development.		
	4. Staff members will participate in <i>Thinking Maps</i> professional development.	
<b>Strategy 3:</b>	Strategy: Vocabulary and Content	
	Action steps:	
	1. Students and staff will participate in the whole-school critical thinking vocabulary initiative.	
	2. Students will create differentiated Mathematics vocabulary lists and/or journals.	

Identify the measures you will use to determine the effectiveness of the strategy.

<b>Check</b>	<b>A. List the measure(s) the team will use to determine if the strategy was implemented/completed (Completion Data)</b>		<b>B. List the measure(s) the team will use to determine if the strategy was implemented correctly (Fidelity)</b>		<b>C. List the measure(s) the team will use to determine if the overall goal was met (Impact)</b>	
	<b>Measure(s)</b>	<b>Reported When</b>	<b>Formative Measure(s)</b>	<b>Reported When</b>	<b>Summative Measures</b>	<b>Reported When</b>
	AIMSweb+ Universal Measure	Sept. 2016, Jan. 2017, May 2017	Administrative Fidelity Checks	Weekly	North Carolina End-of-Grade Assessment	June 2017
	Schoolnet	Nov. 2016, Feb. 2017, Apr. 2017				
	NC Check-in	Nov. 15, 2016, Jan. 30, 2017, Mar. 29, 2017				



	(results TBA)				
Act	D. If not successful, what changes will be made?				

**Priority Goal 3 and Associated Strategies**

<b>Plan/Do</b>	<b>School Goal 1:</b>	Parsley Elementary School will increase science proficiency to 100%.										
	<b>Supports this district goal:</b>	Our School Improvement Plan aligns with New Hanover County Schools 2016-2020 Strategic Plan Goals: Achievement, Environment, Partnerships, Talent Development, and Lifelong Learning.										
	<b>SMART Goal (one- to three-year projection)</b>	Parsley Elementary School will increase science proficiency to 100% as measured by North Carolina End-of-Grade Test results and New Hanover County Schools quarterly Schoolnet science benchmark assessment results by 2018.										
		<b>Percent Proficient</b>					<b>Growth</b>					
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
	<b>Science</b>	95.4	98.9	91.5				Exceeds	Exceeds	Exceeds		
	<b>What data supports the SMART Goal above? (Insert data or put data in summary form. If too large, reference the data's location)</b>											
		<b>2015-2016 ELA Percent Proficient by Subgroup</b>										
		<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>
	<b>3rd Grade</b>											
<b>4th Grade</b>												
<b>5th Grade</b>	91.5	*	*	*	*	*	93.9	66.7	*	50.0	>95	
	<b>2016-2017 ELA Percent Proficient by Subgroup</b>											
	<b>All</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>2 or more races</b>	<b>White</b>	<b>EDS</b>	<b>LEP</b>	<b>SWD</b>	<b>AIG</b>	
<b>3rd Grade</b>												
<b>4th Grade</b>												
<b>5th Grade</b>												
<b>Plan/Do</b>	<b>Strengths:</b> Protected instructional time for science instruction, K-5 vertical and cross-curricular planning, daily grade level planning, grade level PLT, whole-school PLT, whole-school use of Planbook.com, daily scheduled Enrich and Reteach Time, differentiated staff development, Science Fair, Science Olympiad, Thinking Maps Learning Community, The Artisan Teacher, whole-school critical thinking vocabulary initiative			<b>Opportunities For Improvement</b>				<b>Information/Data needed that you do not have:</b> We have the necessary instruments to formatively and summatively measure the data to monitor progress for Goal 3.				

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

Plan/Do	Strategy 1:	Strategy: Sub-group Performance Focus				
		Action steps:				
		1. We will collect data (formative and benchmark) and focus on our three lowest performing subgroups (Black, Students with Disabilities, and Hispanic).				
		2. We will provide intentional instructional opportunities for students in the lowest performing subgroups who do not meet grade-level proficiency.				
	Strategy 2:	Strategy: Talent Development/Achievement				
		Action steps:				
		1. We will provide differentiated and sustainable professional development to all staff members.				
		2. Staff members will participate in grade-level and whole-school professional learning communities.				
	Strategy 3:	Strategy: Vocabulary and Content				
Action steps:						
1. Students and staff will participate in the whole-school critical thinking vocabulary initiative.						
2. Students will create differentiated Science vocabulary lists and/or journals.						
Identify the measures you will use to determine the effectiveness of the strategy.						
Check	A. List the measure(s) the team will use to determine if the strategy was implemented/completed (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly (Fidelity)		C. List the measure(s) the team will use to determine if the overall goal was met (Impact)	
	Measure(s)	Reported When	Formative Measure(s)	Reported When	Summative Measures	Reported When
	Schoolnet	Testing window open all year, determined by kit rotation			North Carolina End-of-Grade Assessment	June 2017
Act	D. If not successful, what changes will be made?					



### Safe School Plan for Walter L. Parsley Elementary

State Law SL 2011-145 (HB 200) Appropriations Act of 2011 and SL 2011-391 (HB 22) Technical corrections to the Appropriations Act of 2011, requires a school safety plan be developed by each school. The school-level plan must address any safety and discipline concerns of the school.

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

Robin Hamilton, Principal; Mandi James, Assistant Principal. Additionally, the entire school community is responsible for the implementation of this plan.

### Statement of Responsibility for the School District Superintendent

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.

New Hanover County Schools District Safety/Emergency Operations Plan is available at: (<http://www.nhcs.net/crisisplan/>)



**Statement of Responsibility for the School Principal**

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, and providing appropriate disciplinary consequences for disruptive students.

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

School personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Mandi James

Teachers: All Certified Teachers

Teacher Assistants: All Teacher Assistants

Other School Staff: All Other Certified and Classified Staff

**Services for At-risk Students**

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.

Multi-tiered System of Support (MTSS), Individual Education Plans (IEP) and Individual Accommodation Plans (504s): Students academic progress will be tracked using grade level and classroom data. Concerns of at-risk performance will be monitored and addressed by the MTSS process. Parents, staff, and students will be involved in the process to address academic and behavioral concerns. Mindset Training is provided to the entire staff annually. Behavioral concerns will be addressed by working with parents, providing students with social skills training, and following our office referral process. Documentation and progress monitoring will be regular and consistent. Severe or chronic behavioral and emotional concerns will be addressed by school administration, school psychologist, and school counselor in conjunction with families and community services.



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.

Individual behavior plans are in place for all students whose behaviors have the potential for disrupting their learning or the learning of others. All behavior plans specifically developed for students with IEPs will be followed as written.

The following services are provided to students assigned to an alternative school or an alternative learning program.

Hospital Homebound and Lake Forest Academy

The following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

**Goal:** Annual review and update of school safety procedures with new and existing staff

**Target:** Annual review completed by Nov. 2016; updates as needed throughout the year

**Goal:** Increase staff supervision during transitional times, lunch, recess, arrival and dismissal

**Target:** Implement in Aug. 2016; updates as needed throughout the year

**Goal:** Positive reinforcement for complying with school-wide core behavior expectations

**Target:** Implement in Sept. 2016; updates as needed throughout the year

The following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures. (Alternative Learning Programs).

**Target:** Office referral data review

**Target:** MTSS data review

**Target:**

The following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Mindset Training	planned				
MTSS Process Training Review	completed 9/30/2016				
Fire Drill Training	completed 9/2/2016				
Tornado Drill Training	planned				
Hurricane Drill Training	planned				
Lockdown Drill Training	completed 8/23, 24, 25/2016				
Relocation Training	planned				
Medical Training (Nurse)	completed 8/24/2016				
Student Crisis Awareness Training (Counselor)	completed 9/14/2016				
Crisis Team Training	planned				
Alternate Emergency Plan Training	planned				
Earthquake Drill Training	planned				







## 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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						

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

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

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

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

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

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

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

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

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

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

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

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

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

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

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

Our school uses the following pre-school-to-elementary transition strategies, 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 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.

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

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



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

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

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

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

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

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:

## Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

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

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

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

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

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

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

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

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

School:

LEA:

SEA:

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

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

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

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

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

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

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

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

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our



☒ Grade-level and whole-school literacy and math literacy plans  
☒ Use data to plan differentiated instruction

☒ Intentionally plan explicit vocabulary lessons  
☒ Differentiated and sustainable staff development based on data