

## How to Use This Template

<b>General Information</b>	This Excel document is the addendum to your school improvement plan. This document contains NCDPI's required school improvement plan components that are not included in the ASSIST module. Please note the template has several tabs along the bottom of the Excel workbook. Each tab highlighted in yellow corresponds to a section that requires your input.
<b>SIT Membership &amp; Voting</b>	Complete the cells outlined in red. General Statute §115C-105.27(c): Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school shall present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote shall be by secret ballot. The principal shall submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.
<b>CCS Approved Waivers</b>	Upon notification of approval of a CCS Waiver request, schools are asked to input waiver information here. Complete all cells that have a red border. (Note: To return to the next line within a cell, press and hold the ALT key down then press the Enter key.)
<b>Remediation Plan</b>	Complete each cell outlined in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold the ALT key down, then press the Enter key.)
<b>SAMPLE Remediation Plans</b>	Refer to these SAMPLE Elementary and Secondary Remediation Plans when developing your plan in the previous tab. No action required in this tab.
<b>Title II</b>	Complete each cell outlined in red. Refer to the SAMPLE Title II Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold the ALT key down, then press the Enter key.)

<p><b>SAMPLE Title II plan</b></p>	<p>Refer to this SAMPLE Title II Plan when developing your plan in the previous tab. No action required in this tab.</p>
<p><b>District Wide Component s</b></p>	<p>Complete information requested in order to meet policy requirements for school improvement plans regarding duty free lunch, planning time, participation in PBIS, and parental involvement.</p>
<p><b>DPI Waiver Request Form</b></p>	<p>Elementary Schools Only: Elementary schools have the opportunity to request one waiver. The waiver is completed for your school. The only piece of information required is school name.</p>
<p><b>Summary of Self- Assessme nt Process</b></p>	<p>THE SELF-ASSESSMENT IS NOT MANDATORY FOR THE 2014-2016 SIP PROCESS</p> <p>Use this tab to enter your response to the last question in the AdvancED Self-Assessment Workbook/Concept Map. In this question, you are asked to describe the process that you used to gather and analyze data for the AdvancED Self-Assessment. (Note: To return to the next line within a cell, press and hold the ALT key down, then press the Enter key.)</p>
<p><b>SIT Bylaws</b></p>	<p>SIT Bylaws are included in the School Improvement Plan to ensure compliance with general statutes. No action required in this tab.</p>
<p><b>Title I School- wide Assurances</b></p>	<p>Title I Schools Only: The required Title I schoolwide components are listed in this tab. No action required.</p>

<b>LEA or Charter Name/Number:</b>	Cumberland County Schools - 260
<b>School Name:</b>	Reid Ross Classical
<b>School Number:</b>	411 and 419
<b>Plan Year(s):</b>	2016-2018
Voting: All staff must have the opportunity to vote anonymously on the School Improvement Plan.	
<b># For</b>	43
<b># Against</b>	0
<b>Percentage For</b>	100%
<b>Date approved by Vote:</b>	07/12/16

### 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."*

<b>Committee Position*</b>	<b>Name</b>	<b>Year elected</b>
Principal	Thomas Hatch	N/A
Assistant Principal Representative	LaQuisha Leath and Carmen McFarlin	N/A
Teacher Representative	Elviera Grzyb	2015
Inst. Support Representative	Rangel McLaurin	2016
Teacher Assistant Representative	Edward Faison	2016
Parent Representative	Cheryle Brunelle	2015
Additional Representative	Elizabeth Linville	2016
Additional Representative	Casey Teele	2015
Additional Representative	Linda Pittman	2015
Additional Representative	Stacy Plotts	2016
Additional Representative	Kristy Nicorvo	2016
Additional Representative	Maureen Stover	2016
Additional Representative	Darryl Williams	2015
Additional Representative	Christen Tedder	2015
Additional Representative	Toni Best	2015
Additional Representative	Joseph Gonzalez	2015
Additional Representative	Allie Baker	2016
Additional Representative	Shara Packman	2015
Additional Representative	Kyle Combs	2016
Additional Representative	Temoni Agee	2016
Parent Representative	Karen Bennett	2015

Student Representative	Dora Wilson - high school	2016
Student Representative	Kimiko Rice - middle school	2016
* Add to list as needed. Each group may have more than one representative.		

**CCS Approved Waivers  
2016-2018**

Instructions: Upon notification of approval of a CCS Waiver request, schools are asked to input waiver information here. Complete all cells that have a red border. (Note: To return to the next line within a cell, press and hold the ALT key down then press the Enter key.)

LEA or Charter School Name/Number: Cumberland County Schools - 260

School Name:

**CCS Approved Waiver 1**

**CCS Approved Waiver 2**

Waiver Request Date:

Waiver Request Date:

Waiver Approval Date:

Waiver Approval Date:

Department Impacted by Waiver:

Department Impacted by Waiver:

Waiver Category:

Waiver Category:

Approval through School Improvement Team (SIT):

Approval through School Improvement Team (SIT):

Principal Request:

Principal Request:

Resources needed within the school: (list below)

Resources needed within the school: (list below)

Resources needed within the county: (list below)

Resources needed within the county: (list below)

Justification of the waiver (what problems are you trying to solve?):

Justification of the waiver (what problems are you trying to solve?):

Accountability Measure:

Accountability Measure:

<b>YES</b>					
<b>NO</b>					
<b>Board Policy</b>					
<b>Procedure/Regulation</b>					
<b>Directive</b>					

# Remediation Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School:	Reid Ross Classical
Year:	2016-2018

## Description of the Plan

<p>Describe the data utilized in the development of the plan (Reading 3D, EOG, EOC, ACT, AP, SAT, EVAAS). Identify target areas for improvement. (i.e. 40% of first grade students were non-proficient on TRC, 5th grade ELA showed a drop of 10 points, EVAAS shows 43 students projected to achieve at a level 2 in Math I)</p>	<p>Pay for a teaching position because we have lost teaching positions each year and need to use the money to ensure that a teaching position is funded. While the position that is being paid for is a social studies position it is lowest paid position on our staff.</p>
Delivery:	To hire a full time 7th grade science.
Students Served:	132

<b>Budget Amount</b>	<b>AMOUNT</b>
----------------------	---------------

Total Allocation:		\$34,179.00
-------------------	--	-------------



<b>Budget Breakdown</b>		<b>AMOUNT</b>
-------------------------	--	---------------

Personnel:	Pay for teaching position	\$34,179.00



Instructional resources which provide direct support to students		

Miscellaneous		
---------------	--	--





Y		
N		

# SAMPLE Remediation Plan

This is a sample Remediation Plan. The blank Remediation Plan is located separately on the previous tab. Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School: Sample School

Year: 2016-2018

## Description of the Plan

Describe the data utilized in the development of the plan (Reading 3D, EOG, EOC, ACT, AP, SAT, EVAAS). Identify target areas for improvement. (i.e. 40% of first grade students were non-proficient on TRC, 5th grade ELA showed a drop of 10 points, EVAAS shows 43 students projected to achieve at a level 2 in Math I)

Reading 3D data reveals that our students in first and second grade score 75% at Benchmark. Our TRC for first and second grade is at 45%.  
We will target first and second grade students whose TRC is below level after BOY and MOY but whose composite score is strong.

Delivery: Identified students in first and second grade will receive one-on-one or small-group instruction by remediation specialists during the school day, targeting the skills necessary to achieve proficiency.

Students Served: First and second grade students whose scores on TRC are not on target for proficiency

Budget		
Allocation Total:		\$20,000.00
<b>Budget Breakdown</b>		
Personnel:	Certified teacher/remediation specialist In-School Remediation Support: 1 Certified Teacher for 27 Weeks at 17 hours per week 27 weeks X \$28.50/hour for 17 hours per week	\$13,081.50
<b>Instructional resources</b>		
Instructional resources which provide direct support to students	The remediation specialist will utilize the "Now What Tools" to provide targeted lessons prescriptive to the needs of the individual students.	N/A
	The Fountas and Pinnel Leveled Literacy Intervention System (LLI Heineman) Green Kit: 1 @ \$3,000.00	\$3,000.00
Miscellaneous	If you choose to buy snacks they would be entered here	
<b>Transportation:</b>		

<b>Grand Total:</b>		<b>\$16,081.50</b>	
Describe your quarterly plan for monitoring & evaluating both teacher and student success within your remediation plan			

# SAMPLE Remediation Plan

This is a sample Remediation Plan. The blank Remediation Plan is located separately on the previous tab. Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School:	Sample School
Year:	2016-2018

## Description of the Plan

Describe the data utilized in the development of the plan (Reading 3D, EOG, EOC, ACT, AP, SAT, EVAAS). Identify target areas for improvement. (i.e. 40% of first grade students were non-proficient on TRC, 5th grade ELA showed a drop of 10 points, EVAAS shows 43 students projected to achieve at a level 2 in Math I)	The data utilized to drive this plan: ACT data: Only 44% of the juniors who took the ACT scored a 17 or higher. However this is an increase of 5% from the previous year. Prior to taking the ACT students completed an ACT review session which consisted of a licensed practice test and 3-4 review session. We would like to provide this opportunity again. EOC or EOG data: Math I proficiency decreased 1.2%, with only 48% of the students achieving proficiency. Only 52% of the students were proficient in English II and 56% in Biology. EVAAS data also indicates that 50% of the students taking Math I are projected to achieve a Level II.
Delivery:	This purpose will be achieved through one-on-one tutoring, small group tutoring, instructional technology support and Saturday review sessions. The Saturday Academy provides intensive review sessions for EOG/EOC tested areas. Staff members will work after school and on Saturdays.
Students Served:	All grade levels will receive remediation/ acceleration services.

Budget		
Allocation Total:		\$22,250.00
Budget Breakdown		
Personnel:	(20) Teachers at two Review sessions (after school or Saturdays) * 1 Teacher X 6 hours = 6 hours X \$30 = \$180.00 * 20 Teachers X \$180 = \$3,600 * \$3,600 X 2 Sessions = \$7,200.00	\$7,200.00
	(8) Substitutes for EOC or EOG teachers for Instructional Planning Days (1 day each quarter) * \$85 per Sub X 8 Subs = \$680 X 3 Days = \$2,040	\$2,040.00
	(1) Math teacher to provide tutoring * 3 hours per week X \$30 per hour = \$90 per week * 36 Weeks X \$90 = \$3,240.00	\$3,240.00
Instructional resources which provide direct support to students		
	Moby Max subscription to utilize in Math remediation	\$595.00
	Middle School: TI-73 Calculator- 60 calc. X 59.12= \$3,547.20 OR High School: TI-84 Plus Calculator-30 calc. X 118.25= \$3,547.50	\$3,547.00
	ACT practice test for juniors: 300 students X \$15= \$4,500	\$4,500.00
Miscellaneous		
	Snacks (Saturday Academy's) * 375 Students X \$3.00 = \$1,125	\$1,125.00
Transportation:		

<b>Grand Total:</b>		<b>\$22,247.00</b>
Describe your quarterly plan for monitoring & evaluating both teacher and student success within your remediation plan		



## Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School: Reid Ross Classical  
 Year: 2016-2018

### Description of the Plan

Purpose: Teachers will be given opportunities to attend state level conferences and workshops in their subject areas.

### Budget Amount

Total Allocation: **AMOUNT**  
\$2,140.00

### Budget Breakdown

**Briefly describe the title of and purpose for the staff development:**

Staff Development 1 Teachers will be given opportunities to attend state level conferences and workshops in their subject areas.

**Briefly describe the title of and purpose for the staff development:**

Staff Development 3

	<u>Description</u>	<u>AMOUNT</u>
Personnel:		
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	Total for staff development 1: This cell will automatically total for you	\$0.00

	<u>Description</u>	<u>AMOUNT</u>
Personnel:		
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	Total for staff development 3: This cell will automatically total for you	\$0.00

### Budget Breakdown

**Briefly describe the title of and purpose for the staff development:**

**Briefly describe the title of and purpose for the staff development:**

Staff Development 2		Staff Development 4	
	<u>Description</u>	<u>AMOUNT</u>	
Personnel:			Personnel:
Training materials:			Training materials:
Registration/Fees:			Registration/Fees:
<u>Travel:</u>			<u>Travel:</u>
Mileage/Airfare:			Mileage/Airfare:
Lodging/Meals:			Lodging/Meals:
Consulting Services:			Consulting Services:
Follow up activities			Follow up activities
	Total for staff development 2: This cell will automatically total for you	\$0.00	Total for staff development 4: This cell will automatically total for you
		<b>Grand Total:</b>	\$0.00
			This cell will automatically total for you

# SAMPLE Title II Plan

Instructions: Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. (Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

School: XYZ School

Year: 2016-2018

## Description of the Plan

Purpose: The purpose of this plan is to provide a detailed description of staff development expenditures.

## Budget Amount

	<u>AMOUNT</u>
Total Allocation:	\$5,000.00

## Budget Breakdown

<b>Staff Development 1</b>	Briefly describe the title of and purpose for the staff development: The purpose of the staff development is to allow teacher time to analyze various types of data to improve targeted teaching, remediation groups, and differentiation. This staff development will take place during the regular school day.
----------------------------	--

### Description

### AMOUNT

Personnel:	4 subs x 75.00 a day for one day	\$300.00
------------	----------------------------------	----------

Training materials:		\$0.00
---------------------	--	--------

Registration/Fees:		\$0.00
--------------------	--	--------

Travel:

Mileage/Airfare:		\$0.00
Lodging/Meals:		\$0.00
Consulting Services:		\$0.00
Follow up activities		\$0.00
	Total for staff development 1: This cell will automatically total for you	\$300.00
<b>Staff Development 2</b>	Briefly describe the title of and purpose for the staff development: We will be bringing in Ms. Skilled Presenter to instruct our staff to effectively utilize the XYZ teaching strategy. This training will take place over two days during teacher planning times.	
		<b>AMOUNT</b>
Personnel:		\$0.00
Training materials:		\$250.00
Registration/Fees:		\$0.00
<u>Travel:</u>		
Mileage/Airfare:		\$350.00
Lodging/Meals:		\$150.00
Consulting Services:		\$1,000.00

Follow up activities		\$0.00	
	Total for staff development 2: This cell will automatically total for you	\$1,750.00	
	<b>Grand Total:</b>	<b>\$2,050.00</b>	

## District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	Middle School:N High School: Y
Duty free planning time	Please describe approximately how much planning time your teachers have during a week: Middle school teachers have 90 minutes of duty free instructional planning. High school teachers have 90 minutes of duty free instructional planning.	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	N
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	
Parental Involvement	Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): Friday, July 8, 2016 - 6th grade student and parent Orientation; Friday, July 8, 2016 Open House; Parent Teacher Conferences - October 18th (MS) & October 20th (HS); March 28th (MS) & March 30th (HS). Throughout the school year there will be over a dozen performing arts events that will draws hundreds of parents to support their child and the school program. Parents also volunteer throughout the year both in the office and classroom.	

<p>Safe and Orderly schools</p>	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>	
<p>Review of the SIP plan and notification of changes</p>	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>	

**School-Based Management and Accountability Program**

**Summary of School-based Waiver Requests**

**Program Years: 2014-2016**

Instructions: Listed below is the waiver that only Elementary Schools have the option to request. Complete all cells that have a red border.

**LEA or Charter School Name/Number:** Cumberland County Schools - 260

**School Name:** Reid Ross Classical School

**Waivers**

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

**Allowable Waivers and Conditions**

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

**DPI allowable waiver (Elementary Schools only)**

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

Allocation of Teachers: Class size - Flexibility

Yes

2. Identify the law, regulation, or policy from which exemption is requested.

**G.S. 115C-301, (C) Class Size**

3. State how the waiver will be used.

The waiver will be utilized only as necessary if class sizes go above the recommended limits and additional teachers are not allotted.

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

All class sizes will be balanced to accommodate overloads if necessary.



## Overall Summary of AdvancED Self-Assessment Process

Enter your response to the last question in the AdvancED Self-Assessment Workbook/Concept Map Workbook.

**QUESTION:**

Describe the process you used to gather and analyze data for the AdvancED Self-Assessment. Include descriptions of

- committees, focus groups, or other methods used to involve stakeholders
- how stakeholders arrived at consensus for the ratings
- the timeline of data collection and reporting

(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)

--

--

## School Improvement Team Bylaws

### Policy Code: 3430 School Improvement Plan

#### A. PRINCIPLES

The Cumberland County Board of Education believes a school environment that best meets the needs of children is one in which decision-making is shared, with clearly defined responsibilities at the local school and at the central administrative office. The board further believes that individuals responsible for implementing decisions should have a voice in determining those decisions, that teachers should have an important role in making decisions that affect the children they teach, and that all members of the community have a stake in public education decisions and should have a voice in those decisions.

Principals, assistant principals, teachers and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential. The board further affirms the spirit and practice of site-based management as established by state law, while seeking to ensure a degree of consistency system-wide.

Accordingly, the board has established in its policies its vision, standards and means of accountability for the educational program. The superintendent and other administrators shall have responsibility for management of central administrative office functions and local schools, and shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall be responsible for management of their respective schools and shall lead their schools in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

#### B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed towards meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board of Education.

##### 1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Representatives of each group of school personnel will be elected by their respective groups by secret ballot. Parents are to be elected by the respective school PTA (or other group approved by the superintendent) and should reflect the socio-economic and racial diversity of the school community. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent or designee shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. As a public body, the school improvement team will comply with the Open Meetings Law in regard to its meetings. School improvement meetings will be held at a convenient time to facilitate parent participation. Deliberations on the school safety components of the plan must be in closed sessions in accordance with G.S. 143-318-11(a)(8).

##### 2. Mandatory Components of the State Plan











## Title I Schoolwide Components

The required Title I schoolwide components listed below are implemented and assurance documentation is available at all identified Title I school sites.

**Comprehensive Needs Assessment:** The comprehensive needs assessment begins the process for planning/reviewing the schoolwide program. The school must gather data about the school, its population (Students, teachers, and community), the areas of strength and weakness in terms of student achievement, and other data necessary to understand what should be the focus of the school improvement plan.

**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.

**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.

**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.



**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.

**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 should describe the strategies it will use to attract and retain highly qualified teachers.

**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 provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

**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.

**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.

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.



