

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

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

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Franklin County Schools

District Goal 1: High Student Performance

Supports SBE Goal: Goal 1 – North Carolina public schools will produce globally competitive students.

District Goal 2: Quality Teacher, Administrators, and Staff

Supports SBE Goal: Goal 2 – North Carolina public schools will be led by 21st Century professionals.

District Goal 3: Healthy Students in a Safe, Orderly and Caring School

Supports SBE Goal: Goal 3 – North Carolina Public School students will be healthy and responsible.

District Goal 4:

Supports SBE Goal: Goal 4 – Leadership will guide innovation in North Carolina public schools.

District Goal 5: Effective and Efficient Operations

Supports SBE Goal: Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



Recommended Data Sources for Analysis by School Improvement Teams

| |
|--|
| <p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.</i></p> <p><i>Examine data from such areas as:</i></p> |
| <p>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)</p> |
| <p>End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p> |
| <p>End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)</p> |
| <p>School Report Card results: (www.ncreportcards.org)</p> |
| <p>North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)</p> |
| <p>North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)</p> |
| <p>Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p> |
| <p>Career and Technical Education Local Plan</p> |
| <p>School Demographic Information related to student discipline. (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)</p> |
| <p>School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports)</p> |
| <p>School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)</p> |
| <p>School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p> |
| <p>School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> |
| <p>School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p> |
| <p>Ready Schools Inventory/Ready Schools Plan (http://ncreadyschools.org)</p> |
| <p>Special Education Continuous Improvement Plan</p> |
| <p>Title I AYP (http://ayp.ncpublicschools.org)</p> |
| <p>Healthy Active Children Initiative (http://www.nchealthyschools.org)</p> |

School Vision and Mission Statements for Bunn Elementary School

Vision:

Putting children first today for a successful tomorrow.

Mission:

We will prepare our students to become responsible, successful, contributing citizens of society.



LEA or Charter Name/Number: Franklin County Schools - 350
School Name/Number: Bunn Elementary School - 304
School Address: 686 Bunn Elementary School Road, Bunn, North Carolina 27508
Plan Year(s): 2011-2013
Date prepared: Oct-11

Principal Signature: _____ *Jewel D. Eason* _____ 10/18/2011
 _____ Date

Local Board Approval Signatur _____ _____
 _____ 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 | Jewel D. Eason | | |
| Assistant Principal Representative | Julia White | | |
| Teacher Representative | Janine Wood | | |
| Inst. Support Representative | Karen McKeithan | | |
| Teacher Assistant Representative | Lisa Cooke | | |
| Parent Representative | William Pendergraft | | |
| Parent Representative | Renee Martin | | |
| Parent Representative | Melissa Alford | | |
| Teacher Representative | Jackie Evans | | |
| Teacher Representative | Anna Collier | | |
| Teacher Representative | Gretchen Gustafson | | |
| Teacher Representative | Renee Adams | | |
| Teacher Representative | Lauren Bailey | | |
| Teacher Representative | Geoufrey Anderson | | |
| Teacher Representative | Mary Kagarise | | |
| TA/Bus Driver Representative | Wendy Latta | | |
| | | | |
| | | | |
| | | | |

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

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

Bunn Elementary has a tremendous strength in our parental involvement. We consistently have a very high percentage of parents participating in activities such as Numbers at Night, Movie Nights, Sock Hop, Perusing in Pajamas and Student Led Conferences. We also make communication a priority through weekly teacher newsletters, Moodle, monthly Wildcat Words for Parents and phone calls to parents for absences and other communication purposes. Another strength of our school is our staff and their training. Our teachers have great research based materials and programs. Our classrooms are all outfitted with the technology to prepare our students for 21st century skills. Our staff also participates in Professional Learning Communities in which teachers research, collaborate and share ideas and strategies. Each teacher is involved in the school improvement process but our small group of teachers, who form the School Improvement Team, are very involved and knowledgeable of the needs of our school and take action when challenges are identified. Our EOG scores show progressive student improvement in part because of our remediation programs to assist at risk students. We not only focus on our student's academic success, but we also emphasize the importance of good physical health of our students and staff through the formation of our Wellness Council.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

Continuing our professional education to increase our 21st century skills in content and technology is a high priority for the staff of Bunn Elementary School. In order to achieve this goal we will participate in staff development that will train us in the use of these skills and content. We will also reflect upon our own teaching in order to find ways to effectively incorporate these skills in our classrooms and assessments so that we can enhance our students' experiences through the use of technology.

3. What data is missing, and how will you go about collecting this information for future use?

There is no missing data at this time.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

The Bunn Elementary School analysis reflected that the teachers' number one priority was (overwhelmingly) technology. In order to teach 21st century skills, the teachers feel that we need more technology instruction, more equipment and more technical support. The school is in the process of weeding out broken/outdated computers and QTL and Smart Board training is being held. But of course, we are still in need of more computers, projectors, document cameras and such. The staff is always adamant that a technology instructor be hired. The second priority we need to concentrate on is raising healthy-active children. Although we feel more materials and resources need to be available to teachers, we are doing many things to help with this situation. Our goal this year is to earn the Alliance for Healthier Generation Gold Level Recognition. We earned Bronze Level Recognition in May 2010 and Silver in May of 2011. Many of the staff are also joining the program, "Eat Smart, Move More, Weigh Less." Our cafeteria and classrooms are also making wiser decisions when choosing snacks. Increased parental involvement and programming is the third need the analysis reported. As a school, BES goes above and beyond the call with programs such as Perusing in Pajamas, Numbers at Night, PTA programs, report card pick ups, book fairs, art night, and coffee cafe for parents and movie nights. Also, each teacher has a moodle page that parents can access at home. Teachers believe that we **do need** more parents that will take an active role in their child's education. We also need the parents to impress upon their children that the students are accountable for their education also. The fourth need to produce students and scores that will be nationally and globally competitive in the 21st century. We are in the process of teaching and sharing global issues and learning how we as citizens of North Carolina are affected by these issues. The last priority is to continue the involvement of school personnel in decision making for the school.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

End of year assessments are steadily improving, but fall below Adequate Yearly Progress (AYP) expectations with Reading EOG scores indicating that 66.6% of our students are proficient in reading and 86.6% are proficient in math. Reading Benchmark is 71.6% for the 2010-2013 school years. Math Benchmark is 88.6% for the 2010-2013 school years.

School Goal 1: Bunn Elementary School will produce globally competitive students with a special focus on the areas of Reading, Writing, and Math.

Supports this district goal: District Goals 1,2,3,4,7

Target: Increase student achievement by 12 % in Reading and 4 % in Math.

Indicator: K-2 Assessments and End of Grade Testing

Milestone date: June, 2013

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

Plan/Do

| | | | |
|--|---|--------------------------------------|--------------------------------------|
| Plan/Do | Strategy 1: Strategy: Implement programs that focus on improving reading skills. | | |
| | Action steps: | | |
| | 1. SRA Kits and Materials | | 5. ClassScape |
| | 2. Wireless Generation | | 6. Study Island |
| | 3. Guided Reading | | 7. Professional Learning Communities |
| | 4. Accelerated Reader | | |
| | Strategy 2: Strategy: Implement programs that focus on improving writing skills. | | |
| | Action steps: | | |
| | 1. Writer's Workshop | | 5. Journal Writing |
| | 2. Daily writing practice | | 6. Thinking Maps |
| | 3. Dictation sentences | | |
| | 4. Professional Learning Communities | | |
| | Strategy 3: Strategy: Implement programs that focus on improving math skills. | | |
| Action steps: | | | |
| 1. Strolling through the strands | | 5. Study Island | |
| 2. Math Masters | | 6. Professional Learning Communities | |
| 3. Accelerated Math and Superstar Math | | 7. Investigative Math | |
| 4. ClassScape | | | |

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Semi-annually

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Professionals are steadily increasing their knowledge of 21st Century skills, content and technology. To keep pace with the dynamics of the 21st century, our professionals will participate in cutting edge staff development which incorporates 21st Century skills, content and technology.

School Goal 2: Bunn Elementary School will be led by 21st Century professionals.

Supports this district goal: District Goal: 5

Target: 100% of the instructional staff at BES will participate in staff development and professional growth that will enhance their abilities as 21st Century Professionals.

Indicator: Continuing Education Units

Milestone date: June, 2013

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

Plan/Do

| | | | | |
|----------------------|---|---|-----------|-----------|
| Plan/Do | Strategy 1: Professionals will think and reflect on ways to effectively incorporate 21st Century skills in their teaching and assessments. | | | |
| | Action steps: | | | |
| | Strategy 1: | 1. Staff Development provided through PD360 and trained personnel. | | 5. |
| | | 3. | | 6. |
| | | 4. | | 7. |
| | | | | 8. |
| | Strategy 2: Professionals will think and reflect on ways to effectively incorporate 21st Century content in their teaching and assessments. | | | |
| | Action steps: | | | |
| | Strategy 2: | 1. Staff Development provided through PD360 and trained personnel. | | 5. |
| | | 3. | | 6. |
| | | 4. | | 7. |
| | | | | 8. |
| | Strategy 3: Professionals will think and reflect on ways to effectively incorporate 21st Century technology in their teaching and assessments. | | | |
| Action steps: | | | | |
| Strategy 3: | 1. Staff Development provided through PD360 and trained personnel. | | 5. | |
| | 3. | | 6. | |
| | 4. | | 7. | |
| | | | 8. | |

Plan/Do

How will we fund these strategies?

| | | | |
|--------------------------|-------------------------|----------------------------------|------------|
| Funding source 1: | Select a funding source | Funding amount: | \$0 |
| Funding source 2: | Select a funding source | Funding amount: | \$0 |
| Funding source 3: | Select a funding source | Funding amount: | \$0 |
| Funding source 4: | Select a funding source | Funding amount: | \$0 |
| Funding source 5: | Select a funding source | Funding amount: | \$0 |
| | | Total initiative funding: | \$0 |

Review frequency: Semi-annually

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Act

Based upon identified results, should/how should strategies be changed?

Empty response area for the 'Act' section.



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

The percentage of Morbidly Obese students is increasing at Bunn Elementary School. 28% of the students at Bunn Elementary School have been diagnosed as Morbidly Obese.

School Goal 3: Bunn Elementary School students will be healthy, active and responsible.

Supports this district goal: District Goals: 1, 2, 3, 4, 5, 6, 7

Target: 100% of the students at Bunn Elementary will participate in programs to promote healthy, active and responsible children.
Indicator: Available Body Mass Index (BMI) data and Physical Fitness Assessment data.
Milestone date: Jun-13

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

Plan/Do

| | | |
|--|---|---|
| Plan/Do | Strategy 1: Bunn Elementary will implement school-wide programs that promote healthy life styles both physically and mentally. | |
| | Action steps: | |
| | 1. Character Counts | 5. Awards for attendance, academics and citizenship |
| | 2. Energizers | 6. SPARK Curriculum |
| | 3. Wellness Council - Healthy Nutrition | 7. Daily exercise |
| | 4. Guidance Classes | 8. Healthy habits modeled by teachers |
| | Strategy 2: Bunn Elementary will implement school-wide programs that promote active life styles. | |
| | Action steps: | |
| | 1. Wildcat Walk | 5. SPARK Curriculum Program |
| | 2. School-wide Jammin' Minutes | 6. Alliance for a Healthier Generation Partner |
| | 3. GYM Time - Getting Youngsters Motivated | 7. |
| | 4. Wellness Council - Active Life Style | 8. |
| Strategy 3: Bunn Elementary students will be encouraged to learn and maintain responsibility and communication between home and school. | | |
| Action steps: | | |
| 1. Moodle | 5. Communication/Collaboration Logs | |
| 2. Class Newsletters | 6 Attendance | |
| 3. Student Led Conferences | 7 | |
| 4. School Agendas | 8. | |

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Parent Involvement at Bunn Elementary has steadily increased over the past 5 years. 95% of our parents participate in school sponsored events.

School Goal 4: The leadership team will guide innovation at Bunn Elementary School

Supports this district goal: District Goals: 1, 2, 3, 4, 5, 6, 7

Target: The leadership team at Bunn Elementary School will guide and develop innovative programs to increase parent and community involvement to 98 % of our student population.
Indicator: Attendance data from school-wide initiatives designed to increase parent and community involvement.
Milestone date: Jun-13

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

Plan/Do

| | | | |
|----------------------|---|----|-------------------------------|
| Plan/Do | Strategy 1: The Leadership Team and other Committees will meet with Administration on a regular basis. | | |
| | Action steps: | | |
| | 1. Brainstorm ideas to guide each grade level. | | 5. |
| | 2. Report ideas and discuss during grade level | | 6. |
| | 3. Collaboration with PTA | | 7. |
| | 4. | | 8. |
| | Strategy 2: The Leadership Team and other Committees will plan activities to encourage parent/community involvement. | | |
| | Action steps: | | |
| | 1. Numbers at Night Title 1 Math Night | | 5. Student Led Conferences |
| | 2. Perusing In Pajamas Title 1 Literacy Night | | 6. Open House |
| | 3. Grade Level Novel Movie & Discussion Nights | | 7. PTA Events |
| | 4. Sock Hop | | 8. ESL Community Dinner Night |
| | Strategy 3: | | |
| Action steps: | | | |
| 1. | | 5. | |
| 2. | | 6. | |
| 3. | | 7. | |
| 4. | | 8. | |

Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Technology is a priority for the 21 Century. 100% of Bunn Elementary School classrooms are well equipped with Interactive Carts, Smart Boards, Digital Cameras and/or other technology specific to their areas of instruction.

School Goal 5: Classrooms at Bunn Elementary School will be equipped and supported with 21st Century technology.

Supports this district goal: District Goals: 2, 3, 5, 7

Target: 100% of classrooms at Bunn Elementary will be equipped and supported with 21st Century technology.

Indicator: Classroom inventory checklist.

Milestone date: Jun-13

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

Plan/Do

| | | | | |
|----------------------|---|------------------------|----|-------------------------------|
| Plan/Do | Strategy 1: Equip all classrooms with 21st Century technology | | | |
| | Action steps: | | | |
| | Strategy 1: | 1. Classroom computers | | 5. Digital Cameras |
| | | 2. Document Cameras | | 6. LaserJet Printers |
| | | 3. Smart Boards | | 7. Internet Access |
| | | 4. Interactive Carts | | 8. Interactive Gaming Systems |
| | Strategy 2: Teachers will use the 21st Century technology to extend the knowledge and interaction of their students. | | | |
| | Action steps: | | | |
| | Strategy 2: | 1. Virtual Field Trips | | 5. QTL procedures |
| | | 2. Webinars | | 6. Study Island |
| | | 3. NC Learn | | 7. ClassScape |
| | | 4. Discovery Ed | | 8 |
| Strategy 3: | | | | |
| Action steps: | | | | |
| Strategy 3: | 1. | | 5. | |
| | 2. | | 6. | |
| | 3. | | 7. | |
| | 4. | | 8. | |



Plan/Do

How will we fund these strategies?

Funding source 1: Select a funding source
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding: \$0

Review frequency: Quarterly

Assigned implementation team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

What does data show regarding the results of the implemented strategies?





Based upon identified results, should/how should strategies be changed?

Act



Safe School Plan for Bunn 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:

Dr. Edward E. Ingram, Superintendent; Jewel D. Eason, Principal

Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Refer to General Statutes for disciplinary consequences for the Superintendent.



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

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

Refer to General Statutes for disciplinary consequences for the Principal.

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

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Julia White

Teachers: All Teachers on Faculty

Teacher Assistants: All Teacher Assistants on Staff

Other School Staff: All Support Staff

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.

Teachers will use both formative and summative assessments as well as teacher observation and discipline data to identify students' needs in both students at-risk of academic failure and/or disruptive or disorderly behavior. Once needs are identified, appropriate referrals are made to in-school and community resources to form a plan of action.



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.

- ◆Response to Intervention Team - Problem Solving Model
- ◆Personal Education Plan
- ◆Student, Parent, Teacher, Administrator Conferences on each discipline referral
- ◆Remediation Programs: Math Masters, Phonics for Reading, Various grade levels specific Cat Club Activities.
- ◆IEP Team
- ◆504 Team
- ◆Time-Out, In-School Alternative (ISA), Out-of-School Suspension (OSS)
- ◆Staffing with outside community agencies
- ◆School-Based Mental Health Therapy

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.

The service is not available for Franklin County Elementary Schools.



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal: To improve school safety and order - refer to School Priority Goal 3

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)

Target:

Indicator:

Milestone Date:

Target:

Indicator:

Milestone Date:

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 | | | | |
|-----------------------------|-------------------|--|--|--|--|
| NC Falcon | Completed | | | | |
| Healthful Living | Planned | | | | |
| Assessment | Planned | | | | |
| Math Strategies | Planned | | | | |
| Standards Based Instruction | Completed | | | | |
| Differentiated Instruction | Planned | | | | |
| Grading | Completed | | | | |
| RTI | Planned | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.
 Law Enforcement agencies and Emergency Management Personnel conduct safety drills with our school staff and students at least two times per school year.

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.

Refer to Franklin County Schools Crisis Management Plan.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded

Amount of Funding

Source of Funding



Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

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

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

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

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

Bunn Elementary School and Franklin County are addressing the need to hire and keep highly qualified teachers by setting high standards and creating tough qualifications for employment. After employment, Bunn Elementary School has created many ways to keep our educators highly qualified in their teaching area and motivated to keep their teaching skills sharpened. We are a site-based school where our educators are involved in the decision making process and in forming the budget.

Our principal e-mails a weekly newsletter to all staff to keep us informed and distributes a monthly newsletter to our parents. Our teachers share in common grade level planning and in staff development. Franklin County provides K-5 teaching strategies workshops, pacing guides, and workshops, county meetings for art, counselors, AIG, physical education, music, Spanish and media teachers. Franklin County provides opportunities for input via the Superintendent Teacher Advisory Council and calendar committees. Teachers also have the chance to attend Teacher Academy, technology conferences, and media conferences.

To keep motivation high and school spirit strong, we also have monthly attendance rewards, nine weeks and semester celebrations as well as a grand opening celebration and a closing luncheon. The county provides a signing bonus and retention bonus as well.

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,

| | | | Priority Goal 1 | Priority Goal 2 | Priority Goal 3 | Priority Goal 4 | Priority Goal 5 |
|--|-------------------|--|------------------------|------------------------|------------------------|------------------------|------------------------|
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | Strategy 1 | | | | | | |
| | Strategy 2 | | | | | | |
| | Strategy 3 | | | | | | |
| Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan: | | | | | | | |

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. There has been technology training for Moodle as well as Smart Board. We have all been given the opportunity to participate in curriculum and strategy training sessions for SRA and English-Language Learners. Professional development has continued through QTL, QTLCS, whole-faculty study groups and county-wide teaching strategy workshops.



| Strategies to attract highly qualified teachers to high-need schools: Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers. | | | | | | | |
|---|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | Priority Goal 1 | Priority Goal 2 | Priority Goal 3 | Priority Goal 4 | Priority Goal 5 |
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | Strategy 1 | | | | | | |
| | Strategy 2 | | | | | | |
| | Strategy 3 | | | | | | |
| | Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan: | | | | | | |
| <p>Our school attracts highly qualified teachers by our county offering a sign on bonus, supplements and benefits such as dental insurance. Our school has 21st century technology in every classroom which is also very attractive to teachers. Supportive grade levels and administration, teamwork and in depth training and resources for curriculum areas attract highly qualified teachers to our school.</p> | | | | | | | |
| | | | | | | | |

| 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 | | | | | | | |
|--|-------------------|--|------------------------|------------------------|------------------------|------------------------|------------------------|
| | | | Priority Goal 1 | Priority Goal 2 | Priority Goal 3 | Priority Goal 4 | Priority Goal 5 |
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | Strategy 1 | | | | | | |
| | Strategy 2 | | | | | | |
| | Strategy 3 | | | | | | |
| Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan: | | | | | | | |
| <p>Parental involvement is a critical piece to the success of our students at Bunn Elementary School. For this reason, the faculty of Bunn Elementary school works very hard to involve our parents and community as often as possible in their children's learning. One way we do this is through special nights set aside to have the parents come participate in the children's learning through lessons and activities such as Numbers at Night, Perusing in Pajamas, and Family Movie Night. We also encourage parents to attend special award ceremonies recognizing student accomplishments. Finally, we involve our parents and community through many ways of communication including Moodle, PTA, report card pick-up, student-led parent conferences, e-mail, newsletters, our school website, and Renaissance parent access (AR/AM).</p> | | | | | | | |



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

Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

Our school uses pre-school-to-elementary transition strategies during Kindergarten registration. During this time we present the parents/children with a readiness skills kit. This includes a placemat that they can practice letters, numbers, shapes, colors, etc. We the teachers also discuss with the parents other ways to prepare their children for Kindergarten by showing them the report card. We would like to have Head Start or local daycares come to visit us to see what it is like in Kindergarten.

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

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

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

Teachers at Bunn Elementary School use a variety of formal assessments, such as diagnostic assessments, formative assessments, and summative assessments. We use this data to track individual students' strengths and needs and use it as a valid means to ensure individual student success as well.

We use formal diagnostic assessments, such as the STAR Math and Reading Tests, EOG Coach Books (Reading and Science), and ClassScape (Math, Reading, and Science), which allows us the educators to preview where each of our students are in terms of levels, strengths and needs, and as a detailed guide for instruction. The STAR Math and Reading Tests, EOG Coach Books, and ClassScape diagnostic assessments in particular lets us know exactly what each student has previously mastered and what each student still is struggling with prior to instruction. We are using these diagnostic tools as criterion-referenced tests. This simply means we are using this data to compare each student to specific skills, rather than comparing them to each other like norm-referenced tests would. Upon data analysis, we can create instruction that meets the needs of each individual student. We achieve this by placing the students into groups that best suit their individual needs through scaffolded instruction. When presenting a lesson during whole group instruction we can use this information to determine where the foundation of the lesson should be. This means that we are presenting the lesson below where the most struggling students are in terms of prior

... This means that we are presenting the lesson below where the most struggling students are in terms of prior knowledge. This allows us to take this time to increase schematic awareness for the struggling students and help to clear up any misconceptions of even the strongest students. We do this with the use of Microsoft Power Point slideshows.

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.

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

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

Reading: Tracy's program, SRA
 Math: Mr. Eddie's program

The SST process is for students needing assistance in any academic areas.

PEP's are done for any / all academic areas

At Risk letters are sent home so parents are given ample notice that there may be a problem in one or more academic areas and the teacher is concerned.

There was a program where high school students read to struggling students – we weren't sure if it was still ongoing.

Priority Goal 1: Inform parent of concerns
 Strategy: Mr. Eddie or Tracy's program, PEP, At Risk letter (mid year), student led conferences to discuss strengths and weaknesses.

Priority Goal 2: Math Concerns

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

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

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

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: Student services – Backpackers, Coats for Kids(Novo), Title I, SRA, AR/AM, Character Counts, Reading Plus, ESL, AIG, EC, Reading to Learn, Reach for Reading, Education City, Key to the Future, Jump Rope for Heart, Presidential Physical Fitness, Nutrition Fair, and All County Chorus. Faculty/Staff Services – Teacher Resource Room, PLC’s, and our Relay for Life Team. Parent/Student/Faculty and Staff Services – PTA and Relay for Life Team.



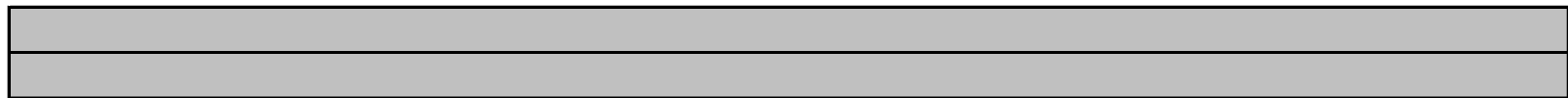
Title I Targeted Assistance Compliance Review and Plan

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

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

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

Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:



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

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

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

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High-quality and ongoing professional development: All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State’s academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers,

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

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



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

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

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



| Coordination and integration of Federal, State, and local services and programs: Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services. | | | | | | | |
|--|-------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | Priority Goal 1 | Priority Goal 2 | Priority Goal 3 | Priority Goal 4 | Priority Goal 5 |
| <p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p> | Strategy 1 | | | | | | |
| | Strategy 2 | | | | | | |
| | Strategy 3 | | | | | | |
| <p>Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:</p> | | | | | | | |
| | | | | | | | |

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

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

Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:



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.

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

Our school is addressing 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.

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

Our school is 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.

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

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

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



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

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

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



| Plans must support and coordinate with regular education programs: Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success. | | | | | | | |
|---|------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | Priority Goal 1 | Priority Goal 2 | Priority Goal 3 | Priority Goal 4 | Priority Goal 5 |
| This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right: | Strategy 1 | | | | | | |
| | Strategy 2 | | | | | | |
| | Strategy 3 | | | | | | |
| Our school uses the following strategies to support and coordinate with the regular education program, in | | | | | | | |
| | | | | | | | |

