

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

<p>District Goal 1:</p> <p>Supports SBE Goal:</p>	<p>95% of all FCS students will be reading and doing math at least on grade level by the end of third grade by the year 2013.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsible.</p>
<p>District Goal 2:</p> <p>Supports SBE Goal:</p>	<p>FCS will produce a graduation rate of 90% by the end of 2013.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsible. Goal 4 – Leadership will guide innovation in North Carolina public schools.</p>
<p>District Goal 3:</p> <p>Supports SBE Goal:</p>	<p>FCS dropout rate will be reduced to 3.4% by the year of 2013.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsible. Goal 4 – Leadership will guide innovation in North Carolina public schools.</p>
<p>District Goal 4:</p> <p>Supports SBE Goal:</p>	<p>At least 24% of all FCS students will enroll in at least one AP course during their high school careers.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsible.</p>
<p>District Goal 5:</p> <p>Supports SBE Goal:</p>	<p>All FCS will be Schools of Distinction (performance composite 80%) by 2013.</p> <p>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 4 – Leadership will guide innovation in North Carolina public schools.</p>
<p>District Goal 6:</p> <p>Supports SBE Goal:</p>	<p>Schools will reduce their out-of-school suspensions by 5% each school year.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students. Goal 3 – North Carolina Public School students will be healthy and responsible.</p>
<p>District Goal 7:</p> <p>Supports SBE Goal:</p>	<p>Schools will reduce their achievement gaps by 5% each school year.</p> <p>Goal 1 – North Carolina public schools will produce globally competitive students.</p>

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

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)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

North Carolina Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

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>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

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>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

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)

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)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

School Vision and Mission Statements for Edward Best Elementary

Vision:

Educating Youth Today for Success Tomorrow in a Competitive Global Economy.

Mission:

To provide a child centered environment which prepares students to become successful 21st Century citizens and nurtures life-long learning.

LEA or Charter Name/Number: Franklin County Schools - 350
School Name/Number: Edward Best Elementary - 316
School Address: 4011 Hwy 56 East Louisburg, NC 27549
Plan Year(s): 2012 - 2014
Date prepared: Revised 10/31/11

Principal Signature: _____

Local Board Approval Signatu _____

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

Committee Position*	Name
Principal	Deborah Ayscue
Assistant Principal Representative	Rodney White
Teacher Representative	
Kindergarten	Robin Lucas
1st Grade	Amanda Cash
2nd Grade	Karen Gardner
3rd Grade	Dana Bassett
4th Grade	Amanda Wade
5th Grade	Angela McCracken
Enrichment Teacher	Donna Jones
	Beth Denton
Inst. Support Representative	Crystal Williams
Teacher Assistant Representative	Vickie May
Parent Representative	Lesley Tanner

* 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 priority areas for improvement.

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?

Edward Best Elementary is a student centered environment. The instruction addresses all learning styles, is data driven and includes 21st century technology. Class sizes are small to average. Staff consistently incorporates new methods based on current practices which are research based. Healthy lifestyles are encouraged for all stakeholders and safety is a top priority. There is an ongoing commitment to strive for excellence.

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

Increase parent support at school and home, same parents attend school functions. Integrate curriculum to provide equal coverage of all subjects. More time allotted for instruction would decrease the amount of time for reteaching and reassessing.

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

2010-2011 Benchmark scores, 3D Wireless information, EOY/EOG DATA, ClassScape, and Cold Tests from NC Test Maker

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.

Overall EOG scores, Benchmark Data, Reading Comprehension, Math Skills, 3D Wireless Date, CPAA Data, PTA Membership has increased but little parent involvement fo Parent Nights. Smartboards for all classrooms.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Academic Performance: Reading: 3rd - 60.0%, 4th – 77.2%, 5th – 69.1%; Math: 3rd – 81%, 4th – 88.2% 5th - 87.1%

School Goal 1:	To produce globally competitive students by implementing the North Carolina K-2 Assessments or the 3 – 5 End of Grade Tests.
Supports this district goal:	All FCS will be School of Distinction (performance composite 80%) by 2013.

Target:	90 % of all students will be performing at or above grade level in reading, math, and writing as indicated by the North Carolina K-2 Assessments and 3 - 5 End of Grade Tests
Indicator:	End of Year Data
Milestone date:	06/08/12

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

Plan/Do

	Strategy: Assess and analyze student data to determine curriculum needs in reading and math.		
	Action steps:		
Strategy 1:	1. Weekly/Quarterly Assessment Analysis		5. PLC's
	2. 3D Wireless		6. Quarterly Writing Prompts
	3. Benchmark Test Analysis		7. SRA /AR
	4. CPAA Analysis		8. ClassScape/EOG Test Maker/Cold Tests
	Strategy: Hold grade level and vertical alignment meetings to plan appropriate strategies.		
	Action steps:		
Strategy 2:	1. Weekly grade level meetings		5. Enrichment Teachers meet w/Media Spec. to integrate
	2. SIT meetings		6. Align Media Collection w/curriculum
	3. 9 weeks Planning Curriculum Sessions		7. Adm. and EC Teachers meet w/Reg. Teachers weekly.
	4. PLC's		8.
	Strategy: Teach, assess, remediate, enrich, assess, teach, reteach.		
	Action steps:		
Strategy 3:	1. Follow NCSCS for instruction		5. ESL Students remediate during Spanish
	2. Weekly assessments to administrators		6. SRA
	3. Item Analysis		7
	4. Reteach or Enrichment		8.

Plan/DO

How will we fund these strategies?

Funding source 1: Federal funds - Title I

Funding amount:

Funding source 2: State funds - DSSF

Funding amount:

Funding source 3: Local district funds

Funding amount:

Funding source 4: Select a funding source

Funding amount:

Funding source 5: Select a funding source

Funding amount:

Total initiative funding:

Review frequency: End of each nine weeks

Assigned implementation team: Administrators, CRT, Faculty, Staff, Parents, Students, Community Volunteers

Check

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

EOG scores, Benchmark, Weekly and Quarterly Assessments, ClassScape, 3D Wireless, CPAA, Interim Reports, Report Cards, SRA, AR Diagnostic Reports, STARR Reports, Parent, Staff and Student Surveys, EOG Test Maker, Focus Reading Books

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

Compare data from each nine weeks to determine student improvements. At the end of the year compare this years data with last years to determine individual rowth of each student.

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

3D Wireless and other data indicates growth for most students each nine weeks.

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

Continue with 3D Wireless strategies being used in grades K - 2 and small group instruction. Focus more on students that are not on grade level and continue to implement strategies that will ensure growth.

Act

Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Collaboration within the school environment that facilitates continuous improvement through professional development.

School Goal 2: To provide EBE Staff professional development that will enhance and increase student achievement and performance.

Supports this district goal: All FCS will be School of Distinction (performance composite 80%) by 2013.

Target: EBE Staff will participate in staff development that will lead them to be 21st Century Professionals.

Indicator: Logs and minutes of Professional Development, CEU's

Milestone date: 06/08/12

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

Plan/Do

Plan/Do	Strategy 1: Provide staff development for teachers		
	Action steps:		
	1. PLC's		5. Long Range Grade Level Planning
	2. Countywide Staff development		6. PD360
	3. Common Core/Essential Standards		7. NC FALCON
	4. Grade Level Planning- Weekly		8. A Repair Kit fo Grading - 15 Fixes fo Broken Grades
	Strategy 2: Provide staff development for teacher assistants.		
	Action steps:		
	1. Enrichment Planning Sessions		5.
	2. Grade Level Planning w/ Adm. And EC Teachers		6.
	3.		7.
	4.		8.
	Strategy 3:		
Action steps:			
1.		5.	
2.		6.	
3.		7.	
4.		8.	

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$0
Funding source 2:	Federal funds for exceptional children	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: Quarterly

Assigned implementation team: Administration, CRT, Faculty, Staff, County Office Staff

Check

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

Planning/Lessons, County and School Staff Development Sessions, Moodle Postings, SRA Training, PLC's District and School-wide, Grade Level Minutes, Administrative Minutes and Agendas, CPAA and 3D Wireless Results

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

Lesson plan implementation, classroom observations, attendance at Writer's Café Night, EOG Parent Night, K-2 Report Card Parent Night and Family Fun Nights, Student achievement at the end of each 9 weeks, Academic Awards Program

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

Long and short range planning was beneficial.



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

Continue to build in time for long range planning to ensure that the entire curriculum has been covered. Also, continue remediation on a daily basis and find

Act

Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Provide physical fitness, safety and healthy nutrition choices throughout the school

School Goal 3:	To provide programs that will promote healthy, active children in a safe and orderly environment for all students and adults where optimal learning conditions will promote teachers teaching and students learning.
Supports this district goal:	FCS will produce a graduation rate of 90% by the end of 2013.

Target:	Students will participate in programs promoting healthy, active and safe citizens.
Indicator:	PE Grades, Inspection Logs and Reports, Nutrition Menus
Milestone date:	06/08/12

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Provide physical activity daily		
		Action steps:		
		1. Implement Energizers		5.
		2. Provide Recess/Gym		6.
		3. Implement Wii Fitness		7.
	4. Implement Let's Get Fit for Staff		8.	
	Strategy 2:	Strategy: Ensure safety for all students		
		Action steps:		
		1. Practice drills - bus, lockdowns, fire, tornado		5. Radios for each grade level and office staff
		2. Computer System-Visitor Sign-in		6. Blood Borne Pathogens Staff Development
		3. Regular meetings with local fire department and law officers.		7. Administering Medications Staff Development
	4. Cameras in School		8. NCI Training	
	Strategy 3:	Strategy: To promote healthy nutrition		
Action steps:				
1. Follow FC Wellness Policy Guidelines			5	
2. Nutrition Education - provided by cafeteria staff			6	
3. 2nd Grade Nutrition Fair			7.	
4. Healthy snack list		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: Administration, Faculty, Staff, Students, Parents

Check

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

Physical Education Grades, PE Awards, Crisis Management Plan, lesson plans, computer sign-in logs, safety drill record sheets, lunch menus

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

Fitness tests, observations, surveys

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

Students are active during the day and safe at school. By parents having to sign in all foods brought into the classrooms, this has cut down on a lot of unhealthy foods being brought to school.



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

Implement more physical activities into the regular curriculum, possibly through Energizers or other physical activities that go along with the lessons being taught.

Act

Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Parent volunteer and support.

School Goal 4: To guide innovation through community and partnerships

Supports this district goal: No match

Target: To increase parent and community involvement.

Indicator: Attendance logs

Milestone date: 06/08/12

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

Plan/Do

Strategy: To plan activities that will encourage parent/community involvement

Action steps:

Strategy 1:

1. Orientation

2. Family Fun Nights

3. Grade Level Parent Nights

4. PTA Events

5. Parent Conferences

6. Hispanic Night

7. Parent Nights for New K-2 Report Cards

8. 3 - 5 EOG Night

9. Open House

10. District Parent Nights

Strategy: Implementation of writing home component

Action steps:

Strategy 3:

1. Writer's Cafe Night

2.

3.

4.

5.

6.

7.

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: Administration, CRT, Faculty, Staff, Students, Parents, Community Volunteers

Check

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

News letters, agenda and presentations of parent nights, surveys, sign-in sheets, Fall/Spring Festivals

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

Attendance sheets for parent activities, surveys and parent feedback.

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

Regardless of all the activities we do to involve parents, we continue to have low attendance and participation. EOG Parent night - less than 10%.



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

Continue to offer activities for parents to help get them more involved and encourage them to attend.

Act

Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

School Goal 5: To provide classrooms with 21st Century technology and support.

Supports this district goal: FCS will produce a graduation rate of 90% by the end of 2013.

Target: To provide all classrooms, media center, and computer labs with 21st century equipment and instructional support to drive student instruction.

Indicator: Inventory Checklists

Milestone date: 06/08/12

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

Plan/Do

Strategy 1: Strategy: To provide required resources in all classrooms, media center, and labs with 21st Century technology.

Action steps:

1. Computers - 2 Labs

2. Document Cameras/Projectors

3. Smartboards

4. Digital/Flip Cameras

5. Internet/CableAccess

6. Response Clickers

7. Palm Pilots

8. Mini Laptops

Strategy 2: Strategy: To conduct analysis from weekly, quarterly, and EOY assessments to drive instruction

Action steps:

1. 3D Wireless

2. QTL

3. ClassScape

4. Benchmarks

5. CPAA

6. NC Testmaker

7.

8.

Strategy 3: Strategy: Fund staff Development

Action steps:

1. Utilize free courses from DPI, etc.

2.

3.

4.

5.

6.

7.

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?

Budget reports, inventory lists

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

Survey the amount of technology that is being used in the classrooms and how it is integrated throughout the curriculum.

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

Students are learning to use technology but have no reinforcement or follow-up at home due to families not having computers.



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

Strategies are working. Continue to add and upgrade technology if funds are available.

Act

Safe School Plan for Edward Best Elementary

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

Name and role of person(s) responsible for implementing this plan:	Superintendent, Dr. Eddie Ingram, Administrators, Deborah Ayscue and Rodney White
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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

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Refer to General Statutes for disciplinary actions 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 students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: Refer to General Statutes fo disciplinary actions for administrators.

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): Rodney White

Teachers: All Certified Teachers on Staff

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.

Local and state assessments, as well as teacher observations and discipline data will be used to identify at-risk and failing students and students with behavioral needs. These students will be brought before the SST and strategies will be developed to meet student needs and to determine appropriate behavioral and academic placement.

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.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety

Goal:

Target:

Indicator:

Milestone Date:

Goal:

Target:

Indicator:

Milestone Date:

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness

Indicator: Interims, report cards, benchmark and EOY assessments.

Milestone Date: 6/8/2012

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	Date				
Teacher Evaluation	8/22/2011				
NC FALCON	8/22/2011				
PD 360	8/22/2011				



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:						

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:

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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:

Strategies to attract highly qualified teachers to high-need schools

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:						

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:						

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:							



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:

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:



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:



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.

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

Our school uses the following 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 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					

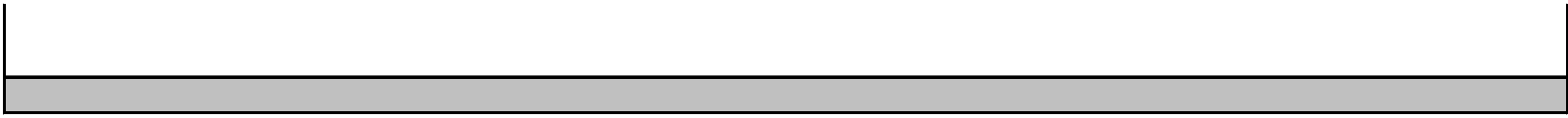
Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:



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.

		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 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
<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 support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:</p>							



**School-based Management and Accountability Program
Summary of School-based Waiver Requests
Program Years: 2012-2014**

LEA or Charter School Name/Number: Franklin County Schools - 350

School Number(s) 316	Request for Waiver
	1. Please describe the waiver you are requesting.
	Assignment of K-2 Teacher Assistants
	2. Identify the law, regulation, or policy from which exemption is requested.
	Allotment Policy as adopted by the State Board
3. State how the waiver will be used.	
Utilize teacher assistants in K-2 assignments no less than 50% of the time since their primary duties are to be fulfilled with K-2 teachers. Utilize teacher assistants in school wide supervision and activities for no more that 49% of the time.	
4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.	
The flexible use of K-2 assistants will provide expanded personnel resources for teaching staff in providing student supervision for duty-free periods, staff development and other situations needing specialized supervision. This allows time to plan for instructional strategies to meet the performance goals. This flexibility will facilitate improvement in academic strategies and will result in higher student achievement.	
(Please duplicate this sheet as needed for additional waivers.)	

Signature of Superintendent/Designee

Date

School Number(s) 316	Request for Waiver
	1. Please describe the waiver you are requesting.
	Textbooks
	2. Identify the law, regulation, or policy from which exemption
	Budget Flexibility 115C-105.25
3. State how the waiver will be used.	
To provide supplemental materials needed to enhance state textbook adoptions	
4. State how this waiver helps achieve the specific performance goals identified in the School Improvement	
This allows for monies that remain after purchasing state adopted textbooks to be used to buy additional classroom materials/instructional supplies/equipment that will directly benefit the students as they strive to increase achievement scores and performance goals.	
(Please duplicate this sheet as needed for additional waivers.)	
Signature of Superintendent/Designee _____	Date _____