

LEA or Charter Name/Number: New Hanover County Schools - 650
School Name/Number: College Road Early Childhood Center / 420
School Address: 4905 South College Road Wilmington, NC 28412
Plan Year(s): 2016-2019
Date prepared: 10/31/2018

Principal Signature:

10/31/2018

Date

Local Board Approval Signature:

Date

School Improvement Team Membership

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

Committee Position*	Name
Principal	Rachel Greer
Pre Kindergarten Teacher Representative	Linda Maxey, Co-Chair
Kindergarten Teacher Representative	Dana Brigman, Co-Chair
Kindergarten Teacher Representative	Ambie Hower
Teacher Assistant Representative	Susan Marshall
Teacher Assistant Representative	Gina Mercado
Parent Representative	Meredith Mulford
Parent Representative	Melissa Green
Parent Representative	Ashley Loney
Parent Volunteer	Ashley Point

School Vision and Mission Statements

Mission

College Road Early Childhood Center will collaborate with the community to actively engage our students in being successful 21st Century Learners with the critical skills necessary to demonstrate their full potential.

Core Values

To facilitate in the development of respectful, responsible, and safe learners while establishing a foundation for lifelong learning.

College Road Early Childhood Center / 420 Executive Summary: Instructional Improvement Plan

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>Staff will intentionally communicate school and classroom expectations for movement, interaction, and learning daily with students,.</p> <p>Teachers will communicate weekly with parents via weekly reports, newsletters, and technology based avenues.</p> <p>During the nine weeks of instruction, teachers will schedule conferences with each child's family to review student progress.</p> <p>School staff will continue to partner with PTO and its members/board and build relationships with businesses and community partners to provide support to the school's mission and goals.</p> <p>Parents and caregivers will be invited to participate in school events during and after school hours, which promote school-family engagement and equip parents with strategies to promote school readiness and the standards for learning.</p> <p>(Partnerships Goal - NHCS Strategic Plan)</p>	<p>Teachers will create lesson plans using research based instructional strategies as related to the North Carolina Foundations for Early Development (Pre-K) and the North Carolina Standard Course of Study (Kindergarten).</p> <p>Teachers will select appropriate instructional technology as a tool to enhance student learning.</p> <p>Teachers will utilize Sanford Harmony curriculum to continuously teach social skills and coping strategies to allow students to focus on learning and recognize need to positively interact with peers and teachers and focus on foundation for lifelong learning.</p> <p>Teachers will investigate and implement Creative Curriculum (Pre-K) in addition to the following new Kindergarten Curriculum: Writing Fundamentals and Sanford Harmony.</p> <p>(Achievement Goal and Environment Goal - NHCS Strategic Plan)</p>
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Teachers will implement relevant, meaningful, and rigorous instruction through targeted differentiated small group literacy and math stations.</p> <p>Teachers will use manipulatives and technology when applicable in mathematics and students will have automaticity with grade level math standards.</p> <p>Teachers will utilize the North Carolina Foundations for Early Development and the North Carolina Standard Course of Study 100% of the time as part of their lesson plan design.</p> <p>Teachers will utilize the revised Thinking Maps and the Writing Fundamentals Curriculum (Kindergarten) and Creative Curriculum (Pre-K) to help students expand and organize their thinking while developing literacy skills.</p> <p>School staff will implement the Sanford Harmony Curriculum to promote the attainment of 21st Century Skills: Learning and Innovation Skills, Life and Career Skills.</p> <p>(Achievement Goal and Lifelong Learning Goal - NHCS Strategic Plan)</p>	<p>Teachers will informally assess by asking for clarification, using higher order thinking questions, and acting on teachable moments 100% of the time.</p> <p>Teachers will use Dibels Next, Reading 3D, Aimsweb Math, KEA, NHCS Math Assessments, Teaching Strategies Gold Documentation in addition to formal and informal teacher-made as assessments and tools.</p> <p>Teachers will progress monitor as necessary/required for to monitor learning for students who are at risk of falling short of age/grade level expectations.</p> <p>Teachers will utilize and implement strategies associated with MTSS process and provide necessary interventions.</p> <p>The Leverage Leadership Observation Cycle will be utilized to coach and mentor teachers.</p> <p>(Achievement Goal and Lifelong Learning Goal - NHCS Strategic Plan)</p>

Priority Goal 1 and Associated Strategies

School Goal 1:

85% of students at College Road Early Childhood Center will achieve age/ grade level proficiency in literacy assessments for Preschool and Kindergarten students.

Supports this district goal:

New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years.

SMART Goal (one- to three-year projection)

By June of 2019, 85% of students will meet or exceed grade level expectations as demonstrated by Preschool and Kindergarten Literacy Assessments.

	Percent Proficient					Growth				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English Language Arts										

What data supports the SMART Goal above?

Grade	2016-2017 ELA Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG

Grade	2017-2018 ELA Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hispanic	2/more races	White	EDS	LEP	SWD	AIG

Strengths?

Teachers share resources and ideas on a continuous basis. Protected instructional time for reading time. Use of small group instructional strategies. Focus on academic vocabulary growth, assessment on core words, and reading fluency homework.

Opportunities For Improvement?

We will choose staff development based on needs to incorporate the Pre-K Creative Curriculum and the Kindergarten Writing Fundamentals Curriculum. Utilization of small group instruction/tutors to meet the needs of students that are below grade level expectations for English Language Arts standards.

Information/Data needed that you do not have?

We are in process of collecting and analyzing our growth data over time.

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

Strategy 1:	Strategy: Analyze student performance data to help facilitate and drive instructional decisions and interventions.	
	Action steps:	1. Review reports from Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) Assessments in literacy.
		2. Identify school wide and classroom areas to target for growth.
		3. Plan and implement differentiated lessons to address student needs for

		<p>proficiency.</p>
<p>Strategy 2:</p>	<p>Strategy: Implement interventions to support student learning.</p> <p>Action steps:</p>	<ol style="list-style-type: none"> 1. Differentiate small group classroom instruction to remediate, sustain, and challenge student learning. 2. Tutors will work with students during the school day to promote early literacy components of phonics, letter identification, and beginning reading skills. 3. Select students will receive tiered interventions with documentation and progress monitoring using the model of Multiple Tiered Systems of Support.
<p>Strategy 3:</p>	<p>Strategy: Participate in Professional Development for Literacy Instruction and Assessment.</p> <p>Action steps:</p>	<ol style="list-style-type: none"> 1. Attend the Kindergarten Writing Fundamentals Curriculum implementation training. 2. Attend the NHCS ELA Instructional Practices training. 3. Complete Teaching Strategies Gold Online Training to equip preschool teachers to utilize Creative Curriculum.
<p>Strategy 4:</p>	<p>Strategy: Promote parent awareness and participation in the development of student literacy.</p>	

	Action steps:	1. Invite Preschool and Kindergarten families to attend Curriculum Night
		2. Invite parents and caregivers to come to school to participate in cross curricular stations, to gain strategies to build literacy skills at home and in the community.
		3. Engage Pre-K Families in the Raising a Reader program, which provides new books to read at home weekly.

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

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
Assessments (DIBELS)	Beginning, middle, and end of year.	BOY and MOY	September, January, May	EOY	June, 2019
Teaching Strategies Gold	Beginning, middle, and end of year.	BOY and MOY	Triannually	EOY	June 2019

D. If not successful, what changes will be made?

School Improvement Team will review our progress and determine next steps. We will consider other research based programs and implement as necessary.

Priority Goal 2 and Associated Strategies

School Goal 2:

85% of students at College Road Early Childhood Center will be achieve age/grade level proficiency as measured by Preschool and Kindergarten summative math assessments.

Supports this district goal:

New Hanover County Schools will achieve 85% proficiency as measured by EOG and EOC test results within the next 3-5 years.

SMART Goal (one- to three-year projection)

85% of students at College Road Early Childhood Center will be proficient as measured by the NHCS end of year summative math assessment.

	Percent Proficient					Growth				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Mathematics										

What data supports the SMART Goal above?

Grade	2016-2017 Mathematics Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG

Grade	2017-2018 Mathematics Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG

Strengths?

Teachers share resources and ideas on a continuous basis and are eager participants in the NHCS Math Clusters Training.

Opportunities For Improvement?

We will choose staff development based on needs to incorporate small group instruction. We will develop our use of technology. We will focus on standards based developmentally appropriate instruction. Use of small group interventions to meet the needs of students that are struggling with the math standards for kindergarten.

Information/Data needed that you do not have?

We are in process of collecting and analyzing our growth data over time.

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

Strategy 1:	Strategy: Apply the strategies learned during the NHCS Math Clusters training to rigorous classroom instruction.
--------------------	--

	Action steps:	<ol style="list-style-type: none"> 1. Attend the Math Clusters Training. 2. Implement teaching tools lesson plans for mathematics.
Strategy 2:	Action steps:	<p>Strategy: Update Year Long Plans to transition from Common Core to North Carolina Standards.</p> <ol style="list-style-type: none"> 1. Analyze the difference in the standards. 2. Make changes to the year long plans to address new standards. 3. Plan lessons based on the new North Carolina math standards.
Strategy 3:	Action steps:	<p>Strategy: Identify students for remediation and provide interventions through differentiated instruction.</p> <ol style="list-style-type: none"> 1. Differentiate instruction in math stations. 2. Utilize tutors to expand differentiated instruction to individualize interventions for select students.
Strategy 4:	<p>Strategy: Promote parent awareness and participation in the development of student literacy in mathematics.</p>	

	Action steps:	1. Invite Preschool and Kindergarten families to attend Curriculum Night
		2. Invite parents and caregivers to come to school to participate in cross curricular stations, to gain strategies to build literacy skills at home and in the community.
		3. Partner with Smart Start to engage families in the "BLOCKfest" event to promote the development of spatial awareness and shape recognition.

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

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
NHCS Quarterly Math Assessments	Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY)	BOY and MOY	BOY and MOY	EOY	June, 2018
Teaching Strategies Gold Checkpoints for Mathematics	Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY)	BOY and MOY	BOY and MOY	EOY	June, 2018

D. If not successful, what changes will be made?

Identify which standards need to be retaught, or new ways to teach struggling students.

Priority Goal 3 and Associated Strategies

School Goal 3:

Students actively participate in a safe, respectful, and secure learning environment where they actively engage as a member of the school family and demonstrate 21st Century Skills.

Supports this district goal:

NHCS Strategic Plan Goal of Environment: Provide and maintain a safe, respectful, and secure learning environment where citizenship is valued

SMART Goal (one- to three-year projection)

Students will show increased feeling of belonging, ability to communicate feelings, and engage in collaborative learning environments as identified by a school culture generated student survey.

	Percent Proficient					Growth				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

What data supports the SMART Goal above?

Grade	2016-2017 Science Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG

Grade	2017-2018 SCIENCE Target Goal Percent Proficient by Subgroup										
	All	American Indian	Asian	Black	Hisp	2/more races	White	EDS	LEP	SWD	AIG

Strengths?

Every classroom has a copy of the Sanford Harmony Curriculum.

Opportunities For Improvement?

Provide professional development for the implementation of the Sanford Harmony Curriculum

Information/Data needed that you do not have?

We need to create a student friendly survey that can be completed by 4 and 5 year olds to monitor the progress of this goal.

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

Strategy 1:	Strategy: Implement Sanford Harmony into all of our Preschool and Kindergarten Classrooms.
--------------------	--

	Action steps:	<ol style="list-style-type: none"> 1. Provide training for teachers to know how to utilize the Sanford Harmony Materials. 2. Review lesson plans to ensure the implementation throughout the school.
Strategy 2:	Strategy: Create a student friendly survey to monitor the impact the curriculum has on our school environment.	
Strategy 3:	Strategy: Utilize Teaching Strategies Gold Documentation to monitor the progress of preschool students to achieve social emotional objectives.	
Strategy 4:	Strategy: Share strategies with parents to incorporate the concepts learned at school in other settings.	

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

A. List the measure(s) the team will use to determine if the strategy was implemented / completed? (Completion Data)		B. List the measure(s) the team will use to determine if the strategy was implemented correctly? (Fidelity)			
Measure	Reported When	Formative	Reported When	Summative Measures	Reported When
School Generated Survey	Beginning of the Year (BOY) and End of the Year (EOY)		BOY and EOY	EOY	June 2019

D. If not successful, what changes will be made?

Safe School Plan

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

Name and role of person(s) responsible for implementing this plan:	Rachel Greer, Principal
--	-------------------------

Statement of Responsibility for the School District Superintendent

The district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

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

Statement of Responsibility for the School Principal

The school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts, and providing appropriate disciplinary consequences for disruptive students.

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

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

Assistant Principal(s):	Not Applicable
-------------------------	----------------

Teachers:	All
-----------	-----

Teacher Assistants:	All
---------------------	-----

Other School Staff:	All
---------------------	-----

Services for At-risk Students

The following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

College Road Early Childhood Center follows the county-wide MTSS Model for assessing the needs of low performing, disruptive and disorderly students. We will create, monitor, and assess academic performance in addition to creating Functional Behavior Assessment as necessary. This assessment would then be used to create a Behavior Intervention Plan. All staff members are trained in CPI model techniques on an annual basis.

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.

College Road Early Childhood Center follows the county-wide MTSS process to identify and serve students that are at risk for academic failure or who consistently engage in disruptive/disorderly behavior. Teachers/Staff members make recommendations to

the MTSS Team. An initial meeting is held with the teachers, support staff, and parents. Data is collected for (at a minimum) 10 school days using appropriate data collection tools. A follow up meeting is conducted to share the data and write goals and outline interventions. The process is repeated based on the levels of success based on the interventions.

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

Lake Forest Academy is an optional placement for Kindergarten students depending on the diagnosis of the child and availability at the site. Special Education is also available at CRECC for students who have disabilities, who qualify for an Individualized Education Plan.

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

Goal:	Students will be placed on the correct bus in the afternoon 100% of the time in the afternoons.
Goal:	Fire drills will be completed monthly
Goal:	Participate in lockdown and shelter in place drills as described by our monitoring agencies and school district.

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

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

Professional Development	Planned/Completed
CPI	October 2018
Sanford Harmony Training	October 2018

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X	X	
	Strategy 2	X	X	
	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
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:				
All of our staff is Highly Qualified according to ESEA requirements. Highly Qualified Teachers will be recruited and hired for any upcoming vacancies.				

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			X
	Strategy 2	X		
	Strategy 3	X		
Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:				

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	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:				
We utilize the Teacher Match Website to recruit Highly Qualified Teachers. We retain Highly Qualified Teachers by providing a safe and supportive working environment that includes access to critical discourse, quality materials, and support staff.				

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	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:				
We have four parents participating in our School Improvement Team.				

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	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:				
Our Pre-K and Kindergarten Teacher meet together to brainstorm support for students who may have difficulty transitioning. They share strategies that were effective.				

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1	X		
	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:				
Our teachers will meet at the Beginning, Middle, and End of Year to analyze classroom data.				

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
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2		X	X
	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:				
Differentiated instruction and tutoring is available for students who are falling short of age level or grade level expectations.				

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1			
	Strategy 2			
	Strategy 3			
<p>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:</p> <p>Our budget includes federal, state, and local funds, which are used to hire tutors and curriculum materials to support our School Improvement Goals</p>				

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
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:				

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
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:				

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
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:				

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

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

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
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:				

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
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:				

Authoritative Data Source

North Carolina State Standardized Test Results

**Reading
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance:

**Mathematics
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance:

**Mathematics & Reading Composite / EOG Composite
(Multiple Choice, NC Extend 1 and NC Extend 2)**

Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance:

Science (Multiple Choice, NC Extend 1 and NC Extend 2)											
Group	Grade Level	2016-17					2017-18				
		Percent of Students Achieving Performance Level					Percent of Students Achieving Performance Level				
		Level I	Level II	Level III	Level IV	Level V	Level I	Level II	Level III	Level IV	Level V

Summary of Findings Based on Student Performance: