

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	x
	Strategy 2	x	x	x
	Strategy 3	x	x	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:

Implementing Positive Behavior Intervention Support (PBIS), completion of a PBIS survey by all stakeholders, consistent communication with all stakeholders, providing meaningful feedback, demonstrating positive interactions among staff, vertically planning and using formal and informal data to increase student achievement, lesson plans aligned to the Common Core/Essential Standards, increase in the use of technology through integrated instruction, small group differentiation, and flexible grouping.

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.

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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:

100% of the faculty is highly qualified.

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.

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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 schools provide professional development through New Schools instructional coaches, NCDPI instructional coaches, and online webinars through NCDPI, Learn NC, Schoolnet, and REESA.

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.

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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:

We use effective collaboration, continuous support, a family atmosphere, and communication to retain teachers. We assist in locating and securing suitable housing. Faculty/Staff initiated social gatherings and outings are provided to welcome new employees. Opportunities are created for all teachers to assume leadership roles and are encouraged to share their views. Mentors are assigned to new teachers. Staff members promote and maintain a positive school culture. Successes of staff members are recognized and celebrated through Teacher of the Month, Employee of the Month, and Team of the Month. We have celebration meetings once per month to present these awards, socialize with one another, and share desserts.

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.

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

(1) Communication with parents include: Newsletters from the parent coordinator and 21st century program, parent/teacher conferences, ConnectEd phone calls, flyers sent home, PEP meetings, Remind.com, PowerSchool, email, and community meetings. (2). Activities to involve parents: yearly athletic and academic awards assemblies, volunteer opportunities, book fair, marquee sign, Open House, athletic games, science fair, Hyde County Literary Anthology, and freshmen orientation. (3) An approach to training parents to better understand how to help their children excel in school: curriculum nights (different grade levels).

Plans for assisting 5th grade students, 8th grade students, and high school students in the successful transition from previous programs to the next: This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.

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

We will hold a fifth grade orientation in the spring semester for upcoming sixth grade students. We will also hold a 6th grade orientation for students 2 days before school begins. Students will be able to get their schedules, tour the school, review expectations, and begin to get to know their peers and teachers. We will hold an eighth grade orientation in the spring semester for upcoming ninth grade students. Students will be able to meet their teachers and learn their expectations.

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.

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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:

The teachers, principal, and the Director of Curriculum and Instruction will focus and analyze various assessments and their data to provide guidance for instructional practices. Trainings will include: EVAAS, Positive Behavior Intervention Support (PBIS), NC Final Exams, 2+2 (Peer to Peer) Observations, and principal/instructional coach walk-through information to be shared with staff to provide opportunities for modifications to instructional practices.

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.

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

Teachers use various technology resources for differentiation/integration (SmartBoards, document cameras, laptop computers and iPads), small class size, small-group instruction, Resource teachers, and flexible grouping strategies. Tutoring is offered during the school day through tutors (2nd semester) and through the 21st Century After-School program year long.

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.

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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:

We have a Director of Curriculum and Instruction at the central office level that has been in place for three years. Through the collaboration of teachers and through central office curriculum support, five of our goals are to continue achieving high growth status and raise our proficiency level. Title 1 funds are used to hire tutors, provide instructional materials, and provide a parent-involvement coordinator.