

How to Use This Template

General Information	<p>This school improvement plan template is designed to provide a step-by-step approach to planning. The template is aligned with the NCDPI-recommended model for school improvement planning as outlined in <i>The North Carolina School Improvement Planning Implementation Guide</i>. The template is aligned with the recommendations found in the Guide. For instance, space is provided for up to 5 goals for each school and drop-down menus reflect recommended guidelines such as quarterly, or at most semi-annual, review cycles. Each page of this template is designed to print neatly on an 8.5 inch-wide piece of paper, though the length may stretch to several pages. At certain locations, you will see a prompt to "select" an item from a drop-down menu. To use this feature, select the cell, then look to the far right of the cell for the drop-down button. Click the button to select the item for that cell.</p> <p>Please note the template has several tabs along the bottom of the Excel workbook. Each tab corresponds to an input and/or step of the planning process. For example, the tab named "Step 1 Cover Sheet" (see below) provides a location to input relevant school demographic data (we anticipate that the future on-line version will pre-populate this data) and school improvement team information as well as space for the principal and the local board of education chair to sign-off. Other tabs provide reference information for the school improvement team (SBE Goals, District Goals), a place for data analysis and summary, and of course, a place to identify and track school-level goals. Additional detail for each tab is provided below.</p>
Reference Tabs – These tabs provide information to aid the planning process.	<p>SBE Goals – This tab lists the five current State Board of Education goals for North Carolina. Use this as a reference as needed.</p> <p>District Goals – This tab provides space to input district level goals as well as the SBE goal supported by each. It is intended to provide an easy-to-access reference point for local district goals. Please note that the SBE goals may be selected by clicking on the cell and using the drop-down button at the end of the cell. Also, entering your district-level goals is a critical step because it builds one of the drop-down menus you will use in Steps 3 through 7, described below in greater detail. Please note this page contains at least one drop-down menu.</p> <p>Data Sources – This tab lists a variety of data sources for school improvement teams to consult as they work to establish an understanding of the current state at the school. Other data sources may be available locally as well and teams should not limit themselves to evaluating the sources listed in the template.</p> <p>School Vision and Mission – School improvement teams can input the school's mission and vision on this tab to provide an easy reference as needed during the planning process.</p>
School Improvement Plan Tabs – The School Improvement Plan consists of these tabs.	<p>Step 1 – Cover Sheet – Use this sheet to document school information. Identify all School Improvement Team members and whom they represent, as appropriate. This sheet also provides signature lines for the school principal and the person authorized to accept the plan on behalf of the local school board. Please note this page contains at least one drop-down menu.</p> <p>Step 2 – School Data Analysis Summary – This sheet provides guiding questions to help begin data analysis. It provides space to document findings and list priorities. Data sources for use with this tab are listed on the "Data Sources" tab; other available data locally available may also be used.</p> <p>Steps 3 through 7 – School Goals – These tabs provide space to record goals based upon the priorities resulting from data analysis. A separate tab is provided for each goal up to 5 goals (3-5 goals are recommended for each school). For each goal, several items can be recorded: the relevant area for improvement, the goal and the district-level goal it supports, measures, quantitative target, and milestone date. The school improvement team can also record the specific strategies to be implemented to achieve the goal along with action items for each strategy. The lower portion of each sheet provides a place to discuss potential interventions, to identify funding sources (using a drop-down menu) and team members, and to document the reviewcycle frequency for the goal (also using a drop-down menu). Please note that each of these pages contains multiple drop-down menus.</p>
Other SIP-related Requirements	<p>Operational Requirements - Use this tab to confirm that your school meets the day-to-daySIP operational requirements contained in state law.</p> <p>Title I schoolwide Review - If your school is a Title I schoolwide school, use this tab to develop your Title I Plan. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>Title I Targeted-assistance Review - If your school is a Title I Targeted-assistance school, use this tab to develop your Title I Plan. Please note that the form is designed to allow you to "X" the appropriate box and identify either an existing strategy associated with the federal requirement, or identify and describe a different program or strategy that will be used by you school to meet the requirement.</p> <p>For Schools in Title I Improvement - This tab is for use by any school currently in Title I School Improvement. Filling out this tab will ensure that these schools meet the additional federal requirements that go into effect when a school enters into this status.</p> <p>ABCs Waiver Request Form – ABCs waivers may be requested as specified in GS § 115C-105.26. These guidelines are listed in the SIP Implementation Guide.</p> <p>Safe Schools Plan – This template for the Safe Schools Plan is aligned to the previous state legislative requirements specified in § GS 115C-105.47. District-level Safe</p>

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 (insert district here)

District Goal 1:

Supports SBE Goal: Select an SBE Goal

District Goal 2:

Supports SBE Goal: Select an SBE Goal

District Goal 3:

Supports SBE Goal: Select an SBE Goal

District Goal 4:

Supports SBE Goal: Select an SBE Goal

District Goal 5:

Supports SBE Goal: Select an SBE Goal

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 needs. 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://www.ncreadyschools.org>)

Special Education Continuous Improvement Plan

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

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

School Vision and Mission Statements for Hildebran Elementary

Vision:

Burke County Public Schools, a world-class model of exemplary education, inspires students to be life-long learners who can compete successfully on the global stage and contribute to their community as productive citizens.

Mission:

The mission of Burke County Public schools is to educate diverse learners, nurture their potentials, and empower them to be competitive, successful, and productive citizens.



LEA or Charter Name/Number: Burke County Schools - 120
School Name/Number: Hildebran Elementary/School #338
School Address: 703 US Hwy 70, Hildebran, NC
Plan Year(s): 2014-2015
Date prepared:

19-Nov-14

Principal Signature: _____

_____ Date

Local Board Approval Signatur _____

_____ Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Brett Wilson		
Assistant Principal Representative	not applicable		
Teacher Representative (K-2)	Brandy Moody		
Inst. Support/EC Representative	Laura Garrison		
Teacher Assistant Representative	Joshua Johnson		
Parent Representative	Erin Wall		
Teacher Representative (3-5)	Elizabeth Brown		
Title I Teacher	Adam Bowman		

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

School Data and Summary Analysis

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

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

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

*2013-2014 Proficiency data reflect Hildebran's strengths in Science instruction, 5th grade math and 4th grade math and ELA.

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

Hildebran needs to improve instruction and student performance in reading across all sub groups, specifically targeting our ELL population.

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

Hildebran does have a technology needs assessment. The BCPS technology department helped to design a 3 year technology plan for the school including a replacement schedule and longevity predictions.

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.

1. Improve our reading instruction across grades K-5 as evidenced by our mClass data and EVAAS growth data.
2. Improve math performance of students as seen in our EVAAS growth data, our EOG proficiencies and our benchmarking results.
3. Continue to offer strong Science instruction as evidenced on our EVAAS growth data and our EOG proficiencies.
4. Update and review school safety procedures and the school safety plan as evidenced by the safe schools data on NCRReport Cards.
5. Update and maintain records concerning our school technology inventory and school technology plan.

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading instruction and student reading ability need to be improved as seen in Hildebran's EOG proficiency scores in reading.

School Goal 1:

ELA Goal: Hildebran will improve Reading EOG proficiency scores in grades 3-5 from 45.7 percent to 51.1 to continue to meet AMO.

Supports this district goal:

Continue to train all certified staff in the use of new technologies and Home Base.

Target:

We will reduce the number of students by half over a period of 6 years to make AMO in all subgroups

Indicator:

EOG Reading scores

Milestone date:

Jun-15

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

Plan/Do

Plan/Do	Strategy 1:		Continue to implement Language! Program and inclusion services with Reading Specialist and EC teachers with identified student population	
			Action steps:	
		1. Implement specific reading program to meet the needs of students with identified special needs in reading.	5.	
			6.	
		2. Provide training and support for teachers in building co-teaching strategies.	7.	
			8.	
	Strategy 2:		Adopt a reading program for grades K-5	
			Action steps:	
		1. Utilize technology to supplement the reading	5.	
		2. Contribute to county's textbook adoption & phonics program.	6.	
		7.		
	4.	8.		
Strategy 3:		Utilize technologies for interventions for all students in grades 3-5		
		Action steps:		
	1. Train all teachers on the use of ClassScape	3. Utilize SchoolNet benchmark results to determine re-teaching needs (focusing on item analysis)		
	2. Maximize instructional time by incorporating practice in computer time.			



Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above			
Staff person or group	Course name/title		Date completed
Exceptional Children dept., ESL, Title I, and regular ed. teachers	Language! Reading program	EC instructional coaches	Fall 2014
All teachers in grades 3-5	New reading program adoption	Instructional Coach	Fall semester 2015
All teachers in grades 3-5	ClassScapes	Instructional Coach/Technology facilitator	on-going

How will we fund these strategies and associated professional development?

Funding source 1: Federal funds - Title I	\$0
Funding source 2: Local district funds	\$0
Funding source 3: Local district funds	\$0
Funding source 4: Select a funding source	\$0
Funding source 5: Select a funding source	\$0
	\$0

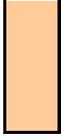
Review frequency: Quarterly

Assigned implementation team:

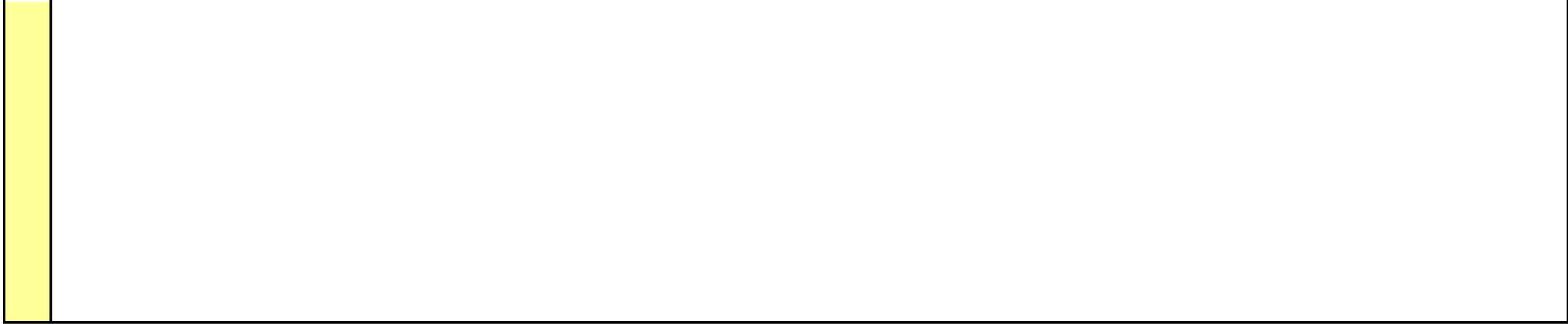
Check

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

2014-2015 EOGs scores will show a review of the year's progress. Benchmarking and Renaissance STAR testing programs will be used to monitor student growth throughout the school year.



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Benchmark testing will be used to determine progress and consistency within instructional classrooms. SchoolNet results, STAR literacy testing, and AR testing.
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math proficiencies will be improved for all subgroups as measured by AMO and growth data.

School Goal 1: Hildebran will improve percent proficient on the Math EOG grades 3-5 from 57.4 to 61.7.

Supports this district goal: EOG scores from the 2014-2015 assessments, disaggregated data from the NCDPI will be closely examined for differences in student subgroups, aimed at making AMO goals.

Target: Students in 5th grade will make adequate growth on the End of Grade Math test and make AMO targets.

Indicator: This is based on the EVAAS data that shows student growth as -5.1 for 2013-2014

Milestone date: Spring 2015

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

Plan/Do

Strategy 1:	Utilize best practices in collaboration and classroom management for math instruction		
	Action steps:		
	1. Math journaling to explain math concepts		5.
	2. Peer tutoring within tested subject areas		6.
	3. All teachers will be trained on CHAMPS classroom management techniques		7.
			8.
Strategy 2:	Adopt a common core math program and train teachers on implementation		
	Action steps:		
	1. Teach multiple problem solution strategies		5.
	2. Maximize instructional time by incorporating practice into computer class		6.
	4.		7.
			8.
Strategy 3:	Incorporate formative assessment strategies through research based programs such as SchoolNet and HomeBase		
	Action steps:		
	1. All teachers will be trained on using HomeBase to assess student progress.		5.
	2. Teachers will use feedback from SchoolNet Item analysis reports to guide interventions and		6.
			7.
			8.



Professional development - Identify the professional development required to successfully implement the strategies above

Staff person or group	Course name/title	Course provider	Date completed
All teachers k-5	Training on Envisions math resources and supplemental materials	Publisher & Instructional Coach	Fall 2014
All teachers k-5	Inclusion and Co-teaching	EC instructional coach	ongoing

Plan/Do

How will we fund these strategies and associated professional development?

Funding source 1:	Local district funds	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team:

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

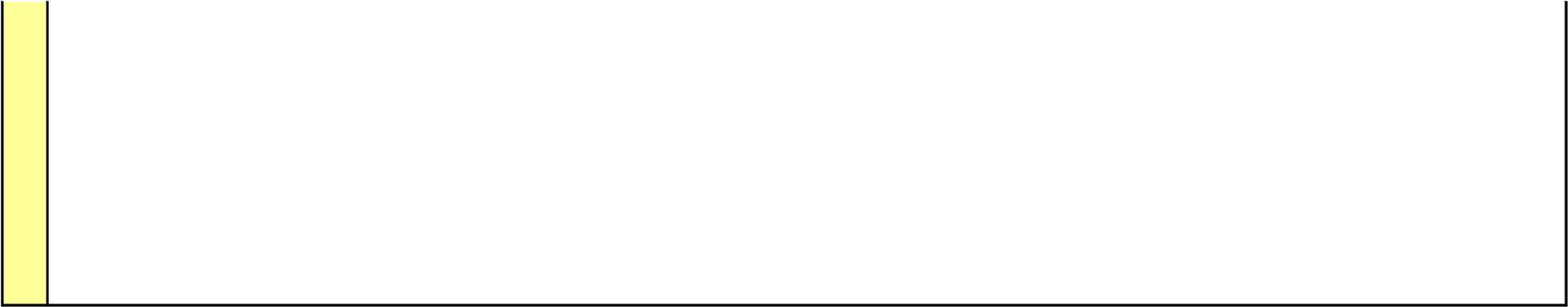
EOG scores from the 2014-2015 assessments, disaggregated data from the NCDPI will be closely examined for differences in student subgroups.

Check



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Progress monitoring through the above data sources.
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?





Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

Hildebran will maintain scores on the Science EOG and continue to show growth, based on achievement levels from NC EOGs and EVAAS data.

School Goal 1:	Continue successful instruction to allow high proficiency and growth levels on Science EOG. We will continue to meet the state determined AMO.
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Supports this district goal:	Students should make adequate yearly growth in tested subjects
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Target:	AMO target goals on state EOGs
Indicator:	Science EOG scores- highest proficiency in the county.
Milestone date:	Jun-15

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

Plan/Do

	Continue to schedule a science block on the master schedule to ensure teachers have adequate time to instruct in tested areas.		
	Action steps:		
Strategy 1:	1. Science will be scheduled as a core block of instructional time.		5.
	3.		6.
	4.		7.
			8.
	Purchase and employ needed supplemental Science computer programs.		
	Action steps:		
Strategy 2:	1. Teachers will utilize Study Island for remediation		5.
	2. Teachers will utilize ClassScapes for test		6.
	3.		7.
	4.		8.
	Teachers will use SchoolNet benchmark results to guide instruction		
	Action steps:		
Strategy 3:	1. Teachers will use benchmarking to direct		5.
	2. Teacher will use item analysis to inform		6.
	3.		7.
	4.		8.



Professional development - Identify the professional development required to successfully implement the strategies above

Plan/Do

Staff person or group	Course name/title	Course provider	Date completed
5th grade teachers	Study Island and ClassScapes	Instructional Coaches and Renaissance Place	on-going

How will we fund these strategies and associated professional development?

Funding source 1:	Federal funds - Title I	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		Total initiative funding:	\$0

Review frequency: Quarterly

Assigned implementation team:

Check

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

Benchmark scores, NC EOG scores, EVAAS data, and progress monitoring





Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?





Priority Goal 4 and Associated Strategies

Area for improvement and supporting data:

Improvements in security at Hildebran have been made, such as double doors that require the school secretary to buzz visitors in at the main entrance. School safety procedures have been established for the secretary to check the license or identification for any visitor who is not recognized.

School Goal 1: Safe Schools Goal: Continue to increase and improve upon security at Hildebran Elementary

Supports this district goal: No match

Target: Installation of new glass partition at reception window.
Indicator: No incidents of violence at Hildebran Elementary
Milestone date: Jun-15

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

Plan/Do

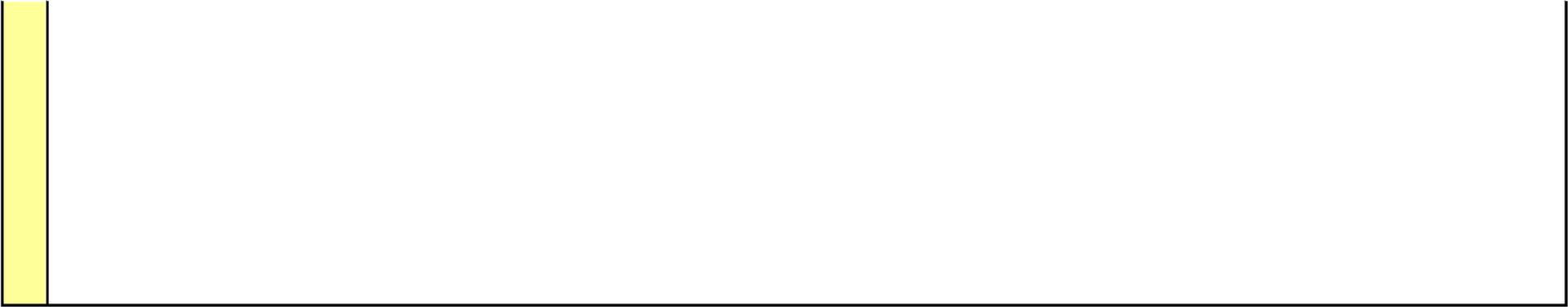
	Faculty will problem solve to address issues of weak areas in security noted by SROs.		
	Action steps:		
Strategy 1:	1. School Improvement team will talk with grade		5.
	2. Consult with law enforcement professionals to		6.
	3.		7.
	4.		8.
	Perform emergency preparedness drills		
	Action steps:		
Strategy 2:	1. Lock down, tornado and fire drills through the year		6.
			7.
	2. Consult with law enforcement professionals to		8.
	Action steps:		
Strategy 3:		1	5.
		2	6.
	3.		7.
	4.		8.





Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?





Priority Goal 5 and Associated Strategies

Area for improvement and supporting data:

Teachers will use the school's mobile laptop lab to support instruction and student research/investigation.

School Goal 1:

Technology Goal: By May 30, 2015, all Hildebran teachers will be trained on the use of the mobile MacBook lab. This training will last three hours and teachers will understand best practices for integration of technology in the classroom.

Supports this district goal:

Provide technological training for staff on multiple devices and continue Home Base Instructional Improvement and Student Information System training.

Target:

Integration of technology across all grade levels.

Indicator:

Sign-up sheets for mobile computer lab & lesson plans reflecting technology use.

Milestone date:

Jun-15

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

Plan/Do

Plan/Do	Strategy 1:			All teachers will receive appropriate training on the use of the mobile lab, and provided instruction on available web-based resources for use in the classroom.		
	Action steps:					
	1. Designated time on a teacher workday for staff training on using the Macbook lab.			5.		
	2. Instructional facilitator will provide a minimum of three strategies or resources that teachers can			6.		
				7.		
				8.		
	Strategy 2:			Instructional Technology facilitator will be available one day each week at Hildebran for co-teaching or additional support.		
	Action steps:					
	1. Teachers will communicate upcoming support needed to facilitator.			5.		
	3.			6.		
4.			7.			
			8.			
Strategy 3:			Develop a technology plan for a 3-5 year scope for the school			
Action steps:						
1. Meet with county technology director to examine school needs.			5.			
2. Update hardware on a yearly basis as budget			6.			
3. Maintain infrastructure to support increase in			7.			
			8.			



Professional development - Identify the professional development required to successfully implement the strategies above

Plan/Do

Staff person or group	Course name/title	Course provider	Date completed
All certified teaching staff	Training on mobile MacBook lab	Instructional Technology Facilitator	Ongoing, Spring 2015

How will we fund these strategies and associated professional development?

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

Review frequency: Quarterly

Assigned implementation team:

Check

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

We will use stakeholder feedback, mobile lab sign-up sheets, and student work as artifacts to check for fidelity of training.



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
Act	What does data show regarding the results of the implemented strategies?
	Based upon identified results, should/how should strategies be changed?





Priority Goal 6 and Associated Strategies

Area for improvement and supporting data:

Hildebran will incorporate a process to inform and provide opportunities for parents to be involved in the educational process of their children. Data will be measured through contact logs, sign-in logs, and records of school-community activities.

School Goal 1:	Parent Involvement Goal: By May 30, 2015, all parents will have a minimum of three in-person meetings at the school during the 2014-2015 school year.
Supports this district goal:	

Target:	Increase parent involvement
Indicator:	Parent satisfaction surveys, teacher responses to involvement questions
Milestone date:	Jun-15

Goal 6 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Gather feedback through parent involvement surveys at the beginning and end of the year.	
	Action steps:	
	1. The SIT will analyze and evaluate the responses from these surveys to identify areas of needed	5.
	2. Seek feedback from parents both formally and informally throughout the school year.	6.
		7.
		8.
Strategy 2:	Encouraging involvement through direct invitations to school system academic activities.	
	Action steps:	
	1. Academic competitions both at the school and county levels.	5.
	2. Academic Excellence/Awards Days to be held at the end of every grading period.	6.
		7.
	3. Family Literacy Night and combination of PTA	8.
Strategy 3:	Actively seeking involvement through communication	
	Action steps:	
	1. Signing of student planners on a daily basis	4. Dates of activities shared on the school's website and classroom letters home.
	2. Regular school reach messages to inform parents of school activities	7.
	3. Activity dates shared on school's roadside sign.	8.



Professional development - Identify the professional development required to successfully implement the strategies above

Plan/Do

Staff person or group	Course name/title	Course provider	Date completed
All certified teaching staff			Ongoing, Spring 2015

How will we fund these strategies and associated professional development?

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

Review frequency: Quarterly

Assigned implementation team:

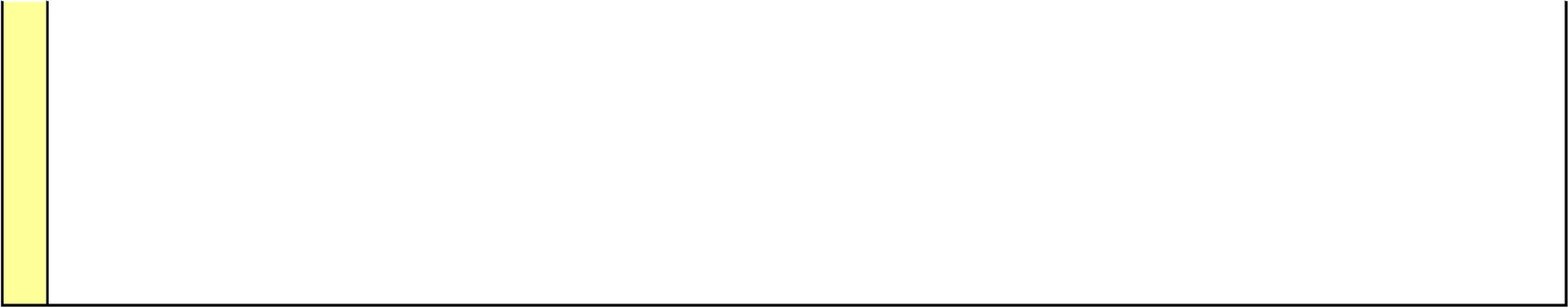
Check

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

We will use stakeholder feedback, parent sign-in sheets, and survey responses as artifacts to check for fidelity of implementation.



Check	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Analysis of survey responses, informal feedback, and Teacher Working Conditions survey.
Check	What does data show regarding the results of the implemented strategies?
Act	Based upon identified results, should/how should strategies be changed?



Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Implement strategies for improving performance of all students?

Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Plan use of staff development funds?

Plan for use of assessments to monitor student progress?

Provide daily duty-free lunch to teachers?

Provide at least five hours of planning time for teachers each week?

Implement strategies for involving parents and the community in the educational program?

Amend the School Improvement Plan when one or more AMO targets is missed in the same subject area for two consecutive years?

K-8 Schools Only

Does this school:

Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

Title I schoolwide 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	X				X
	Strategy 2	X	X	X		
	Strategy 3		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:

Hildebran will use the following strategies: Priority goal 1- Utilize the Inclusion model with the Title 1 Reading Interventionist and Exceptional Childrens' teachers as well as the teacher of English Language Learners students, use mClass results for progress monitoring all K-3 students, , using the Read Well and Language Program for EC students, Use Case21 as a benchmarking tool. Priority Goal 2: Incorporate EnVisions math for each regular education classroom, incorporate Number Worlds for EC students for math remediation, Use of the Inclusion model for interventions, Renaissance math for progress monitoring and ClassScapes for formative assessments. Priority Goal 3- Use of Study Island and ClassScapes for informal progress monitoring and using Case21 as a benchmarking tool for item analysis and guiding interventions. Priority Goal 5-Professional development being provided by technology facilitator at the school.



Instruction by highly qualified teachers: High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

			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:

Hildebran Elementary has 100% of our classroom teachers as highly qualified. Our PreK program is a five-star rated program with each teacher certified and each TA with a minimum of a 2 year Early Childhood A.S. degree. We will maintain this rating through valuing teacher feedback, direct change through the School Leadership team, offer additional planning and collaboration time during Royals Rock assemblies, coordinate with PTA to provide duty free lunch a minimum of once per semester, Educator of the Month program through SageBrush steakhouse.

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:							

We will provide support for multi-grade level PLCs that meet on a monthly basis, the district will offer on-going quality professional development throughout the school year, we will assist teachers in creating Professional Development Plans and targets for professional growth each year, we will use the RTI process to support classroom instruction.



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						X
	Strategy 3						X
Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:							
<p>Hildebran will use new teacher support programs such as teacher mentoring, initial training, weekly grade level meetings for support and collaboration, Back to school breakfasts, social activities, Instructional Coach support on a weekly basis, maintenance of technology for instruction, weekly instructional technologist for collaboration.</p>							

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

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

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

We will continue to use a multi-faceted approach to garnering parental involvement, such as methods of communication (call tree, school website, classroom letters home, road sign) , We will have chorus perform at multiple PTA nights (Family literature night), provide food, the Hildebran Art Show, Community Veteran's Day, Royal Fest, and Parent Information meetings: (Read to Achieve, parent conferences, Kindergarten transition night)



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						

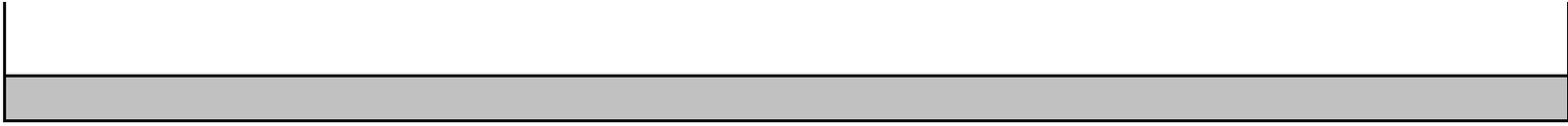
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:

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	X	X	X			
	Strategy 2			X			
	Strategy 3	X	X	X			

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:

Hildebran will provide training on assessment tools: mClass, STAR, Case21, K-2 math assessments. This data that is collected will be used to drive instruction. Adjustments and emphasis will shift based on analysis of these assessment results.



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	X				
	Strategy 2		X			X
	Strategy 3					

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

Reading- Title I inclusion, Use of mClass data to drive instruction, Two exceptional childrens' teachers, 1 teacher of English Language Learners, Two EC self-contained teachers, Two assistants in self-contained classes, Speech therapy, Occupational therapy, small group instruction, leveled groups as needed. Math- Envisions math contains built in support, resources. EC inclusion & pullout.

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:							
Not applicable.							



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:

We will continue to use a multi-faceted approach to garnering parental involvement, such as methods of communication (call tree, school website, classroom letters home, road sign) , We will have chorus perform at multiple PTA nights (Family literature night), provide food, the Hildebran Art Show, Community Veteran's Day, Royal Fest, and Parent Information meetings: (Read to Achieve, parent conferences, Kindergarten transition night)



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

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

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

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

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

Our school uses the following strategies to support and coordinate with the regular education program, in 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.

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

Our school is providing written notification to parents in the following manner:



School, district and state agency responsibilities: Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

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

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:



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

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

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



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

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

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



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



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

LEA or Charter School Name/Number: _____ Select your school district/charter school

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals
(Please duplicate this sheet as needed for additional waivers.)	

_____ Signature of Superintendent/Designee	_____ Date
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Safe School Plan for (insert school name)

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent

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

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

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive

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

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):

Teachers:

Teacher Assistants:

Other School 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.



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 alternative school or an alternative learning program.



Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.



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

Program or Strategy Being Funded

Amount of Funding

Source of Funding

