



2016-17 & 2017-18 Union Elementary School Improvement Plan

Union Elementary School Contact Information

School	Union Elementary School	Date Prepared by Committee	9-29-16 & revised on 9-25-17
Address	5320 White Store Road Wingate, NC 28174	Date Approved by School	10-3-16
		Phone Number	704-624-5400
School Website	www.unes.ucps.k12.nc.us	Fax Number	704-624-5406
Principal	Jennifer Deaton	Superintendent	Dr. Andrew Houlihan

Union Elementary School Improvement Team

Committee Position	Name	Email	Date Elected
Principal	Jennifer Deaton	Jennifer.deaton@ucps.k12.nc.us	Permanent position
Assistant Principal Representative	Amy Herlihy	Amy.herlihy@ucps.k12.nc.us	Permanent position
Teacher Representative	Cindy Mangum	Cynthia.mangum@ucps.k12.nc.us	Sept 2016
Teacher Representative	Kim Jarzombek	Kim.jarzombek@ucps.k12.nc.us	Sept 2016
Teacher Representative	M'lissa Caines	M'lissa.caines@ucps.k12.nc.us	Sept 2016
Teacher Representative	Marlowe Payne	Marlowe.payne@ucps.k12.nc.us	Sept 2016
Teacher Representative	Hannah Willingham	hannah.marsh@ucps.k12.nc.us	Sept 2017
Teacher Representative	Kristin Burrows	Kristin.marchese@ucps.k12.nc.us	Sept 2016
Teacher Assistant Representative	Katie Newton	Katie.newton@ucps.k12.nc.us	Sept 2016
Instructional Support Representative	Mindy Pope	Mindy.pope@ucps.k12.nc.us	Sept 2016
EC/AIG Representative	Gerri Thierbach	Gerri.thierbach@ucps.k12.nc.us	Sept 2016
Special Area Representative	Randy Eich	Randy.eich@ucps.k12.nc.us	Sept 2016
Parent Representative	Krystle Hammonds	Krystle.worthy26@yahoo.com	Sept 2017
Parent Representative	Kelli Funderburk	Patrickfunderburk82@yahoo.com	Sept 2017
Parent Representative			



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Union Elementary Assessment Data Snapshot

UNES uses many forms of data to analyze our current reality and to make decisions. We receive data from the Teacher Working Conditions Survey, county-generated parent and student surveys, Beginning of Grade test results for 3rd grade, EOG test results, common assessments created by grade level teams, county provided benchmark assessments, TRC & Dibels assessments through MClass, and formative assessments on a daily basis (Ex: exit tickets, running records, small group notes, conference notes, etc). Based on the 2015-16 EOG data, 57.6% of our students met proficiency. Approximately 40% of our students in 3rd-5th grade scored a level 4 or 5. While we are happy about that, we are concerned about the number of students not meeting expectations. Approximately ¼ of 3rd-5th grade students scored a level 2 in Reading; there needs to be a concentrated effort to grow these students to a level 3. Last year's data shows a significant gap in Reading with females out performing males. There is also a big gap in Reading between white and black students; the gap is closing between white and Hispanic students. Prior to last year's EOG, Union Elementary was making significant growth since the inception of the new Common Core testing. In 2012-13, 41.3% of students were on grade level. This increased to 59.9% in only one year. Then in 2014-15, we increased again to 67.1%. The data shows that we have many opportunities to grow and improve across K-5 Reading and Math.

Parent Survey: High ratings: 100% My school facilities are clean and neat. 95.2% Parents are invited to participate in school events. 93.5% There are opportunities for me to become actively involved in my child's school. 93.1% Teachers expect my child to do well.

Areas to improve: 82.9% Teachers give me good ideas about how I can help my child. 78.1% Someone at this school takes a personal interest in my child. 87.2% Teachers often tell me about the positive things my child does.

Student Survey: High Ratings: 97.3% I understand the school rules and consequences. 96% I have been taught computer skills. 92% Teachers have high expectations for learning. 90.7% My principal visits my classroom.

Areas to improve: 82.7% My school is preparing me to deal with issues and problems which I may face in the future. 85.3% When I need extra help, I know I can receive it. 69.3% I feel safe on the bus.

Teacher Working Condition Survey: high Ratings: 91.7% Teachers are held to high professional standard for delivering instruction. 91.4% The school leadership facilitates using data to improve student learning. 97% Professional development is aligned with the SIP. 94.6% Teachers have sufficient access to a broad range of professional support personnel. 100% Teachers have access to reliable communication and technology.

Areas to improve: 71.9% Parents support teachers, contributing to their success with students. 78.4% Teachers believe almost every student has the potential to do well. 73% Teachers collaborate to achieve consistency on how student work is assessed. 72.2% Teachers have knowledge of the content covered and instructional methods used by teachers in this school.

Being a Title I school, we have created a Comprehensive Needs Assessment with three priority goals. 1. Increase the percentage of students reading on grade level. 2. Increase the percentage of students on grade level in Math. 3. Decrease behavior referrals through the use of PBIS and MTSS and increase positive reinforcement.



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Union Elementary Profile

Union Elementary serves students in PreK-5th grade. We have two self-contained Behavior Focus Classes, Resource, and AIG. The enrollment from 2015-16 consisted of approximately 65% white students, 15% black students, 15% Hispanic students, and 5% Other. This school year, Union Elementary has approximately 330 students. 69% of our students receive free or reduced lunch. Our total enrollment has decreased and our free and reduced lunch has increased about 15% in the last 5-6 years. 100% of our staff is considered highly qualified by the federal government. Staff attrition/turnover rates are above the county average.

In November 2016, our school will be recognized at the state level for PBIS (1 of 5 schools in UCPS).

In September 2016, we received notification about another honor/recognition. The National Association of State Title I Directors and the US Department of Education sponsor the Title I Distinguished Schools Recognition Program. NC is permitted to select two Title I schools to represent the state at the national level in each of two categories. One school will be selected for high performance for two or more consecutive years, and one school will be selected for high progress. Union Elementary has met the minimal eligibility requirements for consideration for the National Title I Distinguished Schools Award in both categories.

Our PreK Program has a five star rating from the state. Our cafeteria manager was selected as manager of the year for the county, and the cafeteria received a 100% sanitation rating from the health department.

Union Elementary will continue annual events as a way to reach the community including the Fall Festival, Grandparents' Day, Doughnuts for Dad, Muffins for Moms, etc. PTO meetings for parents are held four times throughout the year and Curriculum Nights are included at least twice.



State Board of Education Goals

Goal 1 –	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship
Goal 2 –	Every student has a personalized education
Goal 3 –	Every student, every day has excellent educators
Goal 4 –	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
Goal 5 –	Every student is healthy, safe, and responsible

District Goals Aligned to State Board of Education Goals

District Goal 1-	High achieving and globally competitive students
Supports SBE Goals 1&2	
<ul style="list-style-type: none"> • Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. • Every student has a personalized education. 	
District Goal 2-	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
Supports SBE Goal 3	
<ul style="list-style-type: none"> • Every student, every day has excellent educators 	
District Goal 3-	Safe, orderly, and caring schools producing healthy and responsible students.
Supports SBE Goal 5	
<ul style="list-style-type: none"> • Every student is healthy, safe, and responsible 	
District Goal 4-	21st century system operating effectively and efficiently
Supports SBE Goal 4	
<ul style="list-style-type: none"> • Every school district has up-to-date financial, business, and technology systems to serve its student, parents, and educators. 	
District Goal 5-	Leadership will guide innovation in collaboration with family, business, and community members.



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Vision Statement

District: Preparing all students to succeed.

School: Union Elementary School parents will advocate for students by effectively communicating and collaborating with staff through their involvement in school activities and by promoting all students' success. Union Elementary School students will take ownership of their learning while reaching beyond what is expected. As critical thinkers, they will set goals and attain 21st Century skills. Students will become contributing citizens, demonstrating respect for themselves and others. Union Elementary School Staff will promote ownership, pride, and self-confidence. Within a nurturing, safe environment, staff will actively collaborate to set high expectations and communicate them effectively.

Mission Statement

District: Preparing all students to succeed.

School: The Union Elementary School community will provide a positive environment where every student has opportunities to grow academically, socially, and emotionally. Our mission is to help all students become responsible citizens, critical thinkers, and globally competitive life-long learners.

Union Elementary Shared Beliefs

1. Design instruction based upon data collected during formative classroom assessment.
2. Implement lessons that include multiple instructional strategies in order to meet the needs of ALL students.
3. Promote life-long learning by preparing students to meet 21st Century expectations.
4. Provide parents with resources, strategies, and information to help students succeed.
5. Establish collaborate learning groups among teachers and students.
6. Promote student responsibility and high expectations.
7. Provide a positive and safe learning environment for all students.
8. Align all instruction to the Common Core and Essential Standards.

Union Elementary Priority Goals

1. Formalize and implement with fidelity, system-wide procedures that ensure and support operation as Professional Learning Communities
2. Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
3. Develop and implement structures that will allow school personnel to build strong relationships with students and families over time and act as an advocate for students while encouraging and increasing parent involvement.
4. Research, plan for, create and implement a multi-tiered system of support (MTSS)
5. Increase student achievement in Reading and Math



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Union Elementary Priority Goals

Priority Goal #1:	Formalize and implement with fidelity, system-wide procedures that ensure and support operation as a Professional Learning Community
Supports District Goal:	Quality teachers, administrators, and staff providing innovative leadership for 21 st Century schools
Supports State Goal:	Every student, every day has excellent educators
Data Used:	PLC Checklist, Benchmark/Common Assessment Results

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Establish and prepare a School Leadership Team and grade-level/departmental PLCs <ul style="list-style-type: none"> Select and organize team members Build shared knowledge Compile and analyze school data Review the School Improvement Plan Establish a clear structure and purpose for PLC meetings Teach collaboration strategies Build trust 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators, Grade Chairs, MTSS Committee	Increase in student achievement on formative and summative assessment data Monthly Site-Based Meetings Classrooms observations and walkthroughs will show implementation of collaboration among teachers on same grade level.		Admin, Teachers, Curriculum Coordinators	Aug 2016-June 2018

Strategy 2: Carry out the tasks of a PLC <ul style="list-style-type: none"> Address the most pressing instructional challenges by studying the standards, selecting research-based strategies and assessment techniques, plan and implement lessons, agree on and collect evidence of student learning, analyze the data, reflect and adjust teaching Be continuous learners Focus on student success 	Point Person (Name/Title) Curriculum Coordinators, Grade Chairs	Evidence of Success (Student Impact) Increase in student achievement on formative and summative assessment data Weekly team meetings Staff development	Funding (estimated cost/ source)	Personnel Involved Certified Staff	Timeline (Start-End) Aug 2016-June 2018
Strategy 3: Support and value the work of PLCs <ul style="list-style-type: none"> Provide enough time regularly throughout the year for teams to do their work Monitor and give feedback on the work of the PLC in meetings and while implementing in the classroom Provide learning opportunities Empower teachers to be decision-makers Nurture innovation 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Increase in student achievement on formative and summative assessment data Weekly team meetings Staff development		Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Aug 2016-June 2018
Strategy 4: Evaluate the effectiveness of PLCs <ul style="list-style-type: none"> Review PLC agendas and minutes Analyze assessment data 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Increase in student achievement on formative and summative assessment data Meeting notes, lesson plans, Google Docs, Benchmark data		Admin, Teachers, Curriculum Coordinators	Aug 2016-June 2018

Goal 1 Title 1 Compliance Review Checklist

- 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.

Please check the box next to each component below that is met by goal #1.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input type="checkbox"/>



School Improvement Plan Priority Goals

Union Elementary Priority Goals

Priority Goal #2:	Engage students through the Gradual Release of Responsibility instructional model to ensure achievement of learning expectations
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student has a personalized education
Data Used:	EOG/EOC results, common assessments, benchmarks

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Prepare staff to implement the components of the Gradual Release of Responsibility model <ul style="list-style-type: none"> Participate in the district-provided Gradual Release of Responsibility modules on early release days Book Study: Better Learning Through Structured Teaching 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Increase in student achievement on formative and summative assessment data Staff meeting agendas and sign-in sheets showing completion of GRR and MTSS training		All certified staff and teacher assistants	Aug 2016-June 2018

Strategy 2: Support staff in the implementation of the Gradual Release of Responsibility model	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Conduct walkthroughs and provide feedback to teachers and PLCs to monitor the implementation of the components Utilize district instructional support staff to coach teachers 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Increase in student achievement on formative and summative assessment data Walkthrough feedback sheets given to teachers		Admin and Curriculum Coordinators	Aug 2016-June 2018
Strategy 3: Evaluate the effectiveness and fidelity of the implementation of the Gradual Release of Responsibility model <ul style="list-style-type: none"> Provide feedback to teachers after completing walkthroughs and formal observations Look for patterns with individual teachers, grade levels, and the whole staff regarding their implementation of the various components of GRR 	Jennifer Deaton (Principal), Amy Herlihy (AP), Curriculum Coordinators	Increase in student achievement on formative and summative assessment data MClass EOG Scores		Admin and Curriculum Coordinators	Aug 2016-June 2018

Goal 2 Title 1 Compliance Review Checklist

- 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.

Please check the box next to each component below that is met by goal #2.
(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Union Elementary Priority Goals

Priority Goal #3:	Develop and implement structures that will allow school personnel to build strong relationships with students and families over time and act as an advocate for students while encouraging and increasing parent involvement.
Supports District Goal:	Safe, orderly, and caring schools producing healthy and responsible students.
Supports State Goal:	Every student is healthy, safe, and responsible
Data Used:	Teacher, Parent, and Student Surveys; discipline data, attendance reports

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					Aug 2016-June 2018
Strategy 1: Enhance communication between the school and families. <ul style="list-style-type: none"> Use agendas and communication folders to communicate events, needs, behaviors, praise, etc. Increase positive communication about individual students from teachers. Increase usage of Blackboard Connect Messages including email. Increase number of stories posted on the website and Facebook. Begin using Twitter. Have teachers create grade level newsletters and websites instead of individual site and newsletters. Hold Curriculum nights and kindergarten orientation Utilize Ready Rosie and Bringing Up Apps 	Jennifer Deaton	Increase in parent participation at school events during and after school. Increase in school pride and understanding of our curriculum.	\$2000	All Staff	Aug 2016-June 2018

<p>Strategy 2: Promote students' sense of responsibility and ownership of behavior and learning.</p> <ul style="list-style-type: none"> • Send Committee to PBIS Tier II training • Analyze behavior data to determine patterns and allow PBIS Committee to offer suggestions for improvement. • Have students self-reflect and rate themselves. • Create behavior plans with goals and rewards as a Tier II intervention. • Utilize counselor and CEH therapist to teach replacement behaviors • Recognize students with awards such as Principals' Stars, PBIS Celebrations, • Offer Character Ed lessons or reteach procedures/behavioral expectations for those students that miss the PBIS celebration • Safe & Civil School Training beginning July 2017 	<p>Point Person (Name/Title)</p> <p>Amy Herlihy (AP)</p>	<p>Evidence of Success (Student Impact)</p> <p>Decrease in office referrals.</p>	<p>Funding (estimated cost/ source)</p> <p>\$1000 for PBIS</p>	<p>Personnel Involved</p> <p>PBIS & MTSS Committee, students, teachers, counselor, CEH therapist</p>	<p>Timeline (Start-End)</p> <p>Aug 2016-June 2018</p>
<p>Strategy 3: Notice patterns of at-risk students</p> <ul style="list-style-type: none"> • Determine which students have the most office referrals. Ask them which staff member they have the strongest bond with and set times to meet with this staff member for a reward and mentoring. • Monitor attendance and tardies. Create a hall display with attendance percentages. Reward the classes with the best attendance rate. • Care Team to meet monthly to discuss at-risk students 	<p>Care Team Members & MTSS Team</p>	<p>Decrease in office referrals. Decrease in unexcused absences and tardies.</p>		<p>Care Team Members, Attendance Counselor, Data Manager, Admin</p>	<p>Aug 2016-June 2018</p>

Goal 3 Title 1 Compliance Review Checklist

- 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.

Please check the box next to each component below that is met by goal #3.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input type="checkbox"/>
Instruction by highly qualified teachers:	<input type="checkbox"/>	Strategies to increase parental involvement:	<input checked="" type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Union Elementary Priority Goals

Priority Goal #4:	Research, plan for, create and implement a multi-tiered system of support (MTSS)
Supports District Goal:	Every student has a personalized education & Every student is healthy, safe, and responsible
Supports State Goal:	High achieving and globally competitive students & Safe, orderly, and caring schools producing healthy and responsible students.
Data Used:	Formative and Summative Assessment Data

Strategies	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
Research-based strategy and supporting action steps to address data-identified area of improvement <ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
Strategy 1: Establish an MTSS school leadership team <ul style="list-style-type: none"> Define roles and responsibilities of members 	Jennifer Deaton (Principal), Amy Herlihy (AP)	Increase in student achievement on formative and summative assessments MTSS Committee Meeting notes		All certified staff	August 2016- June 2018

<p>Strategy 2: Research and plan for the implementation of MTSS</p> <ul style="list-style-type: none"> Conduct a core instruction needs assessment and data analysis Use a data-based problem-solving approach to make educational decisions Solicit stakeholders' input 	<p>Point Person (Name/Title)</p> <p>Jennifer Deaton (Principal), Amy Herlihy (AP, MTSS Team, Curriculum Coordinators)</p>	<p>Evidence of Success (Student Impact)</p> <p>Increase in student achievement on formative and summative assessments</p> <p>Data to track interventions implemented</p>	<p>Funding (estimated cost/ source)</p>	<p>Personnel Involved</p> <p>All certified staff</p>	<p>Timeline (Start-End)</p> <p>August 2016-June 2018</p>
<p>Strategy 3: Build capacity and infrastructure for implementation</p> <ul style="list-style-type: none"> Participate in professional learning and coaching on all of the MTSS components Communicate and collaborate with all stakeholders 	<p>Jennifer Deaton (Principal), Amy Herlihy (AP, MTSS Team, Curriculum Coordinators)</p>	<p>Increase in student achievement on formative and summative assessments</p> <p>Implementation of GRR in 100% of classrooms</p>		<p>All certified staff</p>	<p>August 2016-June 2018</p>
<p>Strategy 4: Evaluate the effectiveness and fidelity of the implementation of MTSS</p> <ul style="list-style-type: none"> Utilize the Self-Assessment of MTSS Implementation (SAM) Utilize the Tiered Fidelity Inventory (TIF) 	<p>Jennifer Deaton (Principal), Amy Herlihy (AP, MTSS Team, Curriculum Coordinators)</p>	<p>Increase in student achievement on formative and summative assessments</p> <p>Analyze how many students move up the tiers or are eventually referred to EC</p>		<p>All certified staff</p>	<p>August 2016-June 2018</p>

Goal 4 Title 1 Compliance Review Checklist

- 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.

Please check the box next to each component below that is met by goal #4.

(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input checked="" type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Union Elementary Priority Goals

Priority Goal #5:	Increase student achievement in reading and math to 70% by 2018, 80% by 2019, and 90% by 2020.
Supports District Goal:	High achieving and globally competitive students
Supports State Goal:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship and every student has a personalized education
Data Used:	MClass , EOG's, Benchmarks

Strategies Research-based strategy and supporting action steps to address data-identified area of improvement	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Action Step PD Action Step Reflection/Evaluation Action Step 					
<p>Strategy 1: Certified staff will design and implement lessons that are focused, rigorous, and aligned with the NC State Standards for Literacy.</p> <ul style="list-style-type: none"> Offer staff development focused on guided reading instruction Grade levels plan lessons with curriculum staff and/or lead teacher Increase the length of the Reading block by 30 minutes Train staff & implement Shared Reading and Close Reading K-5 for 10-15 minutes daily. Increase use of NF passages by finding global/environmental texts to use for close reading Every child will receive a guided reading group daily. Summer Reading incentives Integration of Literacy and vocab during Encore 	<p>Jennifer Deaton (principal), Amy Herlihy, (AP), Tomika Brown (IC), lead teacher</p>	<p>Increase in student achievement on formative and summative assessments</p> <p>MClass & EOG</p>	<p>\$15,000</p>	<p>Admin, Classroom teachers, assistants, IC, Interventionist</p>	<p>Aug 2016- June 2018</p>

Strategy 2: Certified staff will design and implement lessons that are focused, rigorous, and aligned with the NC State Standards for Math.	Point Person (Name/Title)	Evidence of Success (Student Impact)	Funding (estimated cost/ source)	Personnel Involved	Timeline (Start-End)
<ul style="list-style-type: none"> Assess students and begin utilizing i-Ready Math for identified students working below grade level. Review the NCDPI unpacking document to understand the expected learning outcomes and multi-grade scope Implement a spiral review of concepts at the beginning of the math block MakerSpace area to integrate Math and Science concepts Purchase STEM Kits for hands-on learning and problem-solving Utilize part-time tutor for small group instruction for struggling students Create “hall cards” for math review Weekly Math probes (1st-5th gd) and analyze data to form remediation groups 	Jennifer Deaton (principal), Amy Herlihy, (AP), Mindy Pope (Math Coach)	Increase in student achievement on formative and summative assessments MClass & EOG	\$12,000	Admin, Classroom teachers, assistants, Math Coach, Tutor	Aug 2016-June 2018
Strategy 3: Increase teacher leadership and growth in the area of literacy. <ul style="list-style-type: none"> Create Literacy Committee of teachers Use IC to coach teachers using Impact Cycle Provide K-1 tch with training for overview of dyslexia Allow teachers to reorganize literacy library to best meet their needs. Continue work of interventions through small groups and RTI Implement learning walks and lab classrooms 	Deaton (strategy 3 added for 2017-2018)	<ul style="list-style-type: none"> monitor progress throughout year with MClass and benchmarks teacher self-reflection through coaching recognize early warning signs and implement interventions for dyslexia teachers will learn from each other 		Special Area teachers, teachers, certified staff	Aug 2017-June 2018

<p>Strategy 4: Increase integration of literacy skills across content areas/disciplines</p> <ul style="list-style-type: none"> • promote digital literacy • implement Shared Reading/Close Reading strategies during the Science & Soc. St. blocks • train teachers on EmpowerED strategies • increase reading and digital texts during Science and Social Studies • Create list of resources that teachers can use for integrating digital literacy • Create time for planning sessions for teachers to create units • Implement the FHHS Cluster theme of Environmental Science/Sustainability/Responsibility by reading NF texts in Guided Reading, Shared Reading and Read Alouds. <p>*Invite guest speakers to talk about Enviro. Themes</p> <p>* Professional Development on Early Release Days</p>	<p>Admin, Literacy Leadership Team, Curriculum Support</p>	<ul style="list-style-type: none"> • students will read, think, communicate, and collaborate like historians, mathematicians, scientists, etc 		<p>Special Area teachers, teachers, certified staff</p>	<p>Aug 2017-June 2018</p>
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<p>Strategy 5: Increase staff members' knowledge of foundational reading skills.</p> <ul style="list-style-type: none"> Continue focus on Guided Reading instruction Give Core Phonics Inventory to lowest students to determine gaps in instruction Utilize Great Leaps and Recipe for Reading programs to address phonics and fluency Train teachers on word study, phonemic awareness, and phonics; utilize county resources for word work in K-2 <p>Reducing class size will help increase # of students on grade level in Rdg & Math because more small group instruction can take place.</p>	Herlihy	<ul style="list-style-type: none"> Dibels scores will increase for K-3 students growth on spelling inventory improvement in written fluency improvement in reading fluency 		All staff	Aug 2017-June 2018
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Goal 5 Title 1 Compliance Review Checklist

- 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.

Please check the box next to each component below that is met by goal #5.
(A full description of each component can be found on the last two pages of this plan)

School wide reform strategies:	<input type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input type="checkbox"/>	Measures to include teachers in decisions regarding the use of academic assessments:	<input checked="" type="checkbox"/>
Instruction by highly qualified teachers:	<input checked="" type="checkbox"/>	Strategies to increase parental involvement:	<input type="checkbox"/>	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:	<input type="checkbox"/>
High-quality and ongoing professional development:	<input checked="" type="checkbox"/>	Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide programs:	<input type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Peer Review Form (Year 1 Peer Review #1)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name	Dr. Wendy B. Gravely	Signature	Dr. Wendy B. Gravely	Date	10/13/2016



School Improvement Plan Review Form (Year 1 Director Review)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name	Dr. Cindy Croffut	Signature	<i>Dr. Cindy Croffut</i>	Date	10-12-16



School Improvement Plan Review Form (Year 1 Peer Review #2)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #1)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Director Review)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	
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School Improvement Plan Review Form (Year 2 Peer Review #2)

	Vision & Mission	Team member- ship	School Data & Summary Analysis	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	State- required Checklist	Safe School Plan
Meets all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet all requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments

(Please provide specific details for each part of the SIP that **does not meet** all requirements)

Name		Signature		Date	

2016-17 & 2017-18 Union Elementary School Improvement Plan Annual Review (Year 1)

Goals	February 2016-17 Current Reality & Adjusted Action Steps		June 2016-17 Current Reality & Adjusted Action Steps	
Goal 1:	Teams meet twice weekly with curriculum staff and once by themselves on the extended planning day. Teams plan together to create 6 week or unit pacings and then to break plans down to weeks/days. Teams analyze data including unit tests and county benchmarks; small groups for remediation are then formed. Grade chairs submit a form to Admin and Curr Staff explaining the "Five Why's." Feedback and support is then given as needed. Classroom walk-throughs are completed to provide individual teacher feedback. Assessment data is shared with indiv teachers, grade levels, and whole staff. Pictures of best practices throughout the building are shared at staff meetings.	<p>Recommended that teachers could visit other classrooms to observe each other.</p> <p>Benchmark Data December 2016 (County Average in Parenthesis)</p> <p>3rd Rdg: 69.5 (70.4) 4th Rdg: 67.5 (68.7) 5th Rdg: 70.6 (77.3)</p> <p>3rdMath: 61.3 (66.0) 4th Math: 54.6 (70.5) 5th Math: 67.3 (70.6)</p>	All grade levels met once per week with the Math Curriculum Coordinator and once per week with the ICF for Literacy planning. They also had 90 minutes per week for PLC work. Grade levels were effective with analyzing data and creating small groups based on student need. The part-time math tutor and Reading interventionist were used to target certain students based on data.	Some teachers will have to switch grade levels next year. Careful consideration will be given regarding which teachers will work well together to make strong PLC's. Continue to monitor the work of PLC's by attending team meetings, talking to grade chairs, reviewing minutes, and completing CWT's. Continue with hiring of part-time math tutor and use Title I money to hire Interventionist (Simpson). Add K-2 Lead teacher position who will work with both teachers and students. Have Math Coach begin working with students this year for remediation. Teachers will use 5 Why's to analyze data during extended planning, or use this time to make
Goal 2:	All Early Release Days have been devoted to professional development related to Gradual Release. Staff have been assigned chapters to read in Better Lrn/Structured Teaching Book.	Keep focusing on "modeling" and the "We Do" sections.	All 4 Early Release Days were devoted to professional development related to Gradual Release.	The new IC position will be utilized to coach teachers using the impact cycle. Continue to discuss GRR in team meetings. Utilize the 5 Early Release Days for PD.

Goal 3:	Communication tools are used frequently. School-wide behavior data has been shared at staff meetings; PBIS is working. Attendance for students and staff is monitored and posted. Attendance counselor has shared that Union’s attendance is better than other schools within the cluster.	Team discussed possible PBIS celebration ideas for next year including Kona Ice and kickball games. Add DPR Daily Check-ins to the list of strategies for behavior.	Connect Ed, Facebook, Twitter, and newsletters are used to communicate with families. As of the beginning of May, there were less than 200 office referrals which is a decrease from previous years. The PBIS/MTSS Committee met monthly to review data and make decisions for improvement. The school completed the TIF (Tiered Fidelity Inventory) for PBIS and should receive Model School from the state this year.	Implement the Data Decision Rules for Behavior and Attendance that were created by the MTSS/PBIS Committee in the Spring of 2017. In 2018, the MTSS committee will need to develop Academic decision rules. Schools in the FHHS and Monroe Cluster will begin Safe and Civil Schools training for the 2017-2018 school year.												
Goal 4:	Tara Todd lead one staff meeting related to MTSS and Mrs. Herlihy has completed two MTSS trainings with staff. In December, Math Probes were started with 3 rd -5 th grade.	Continue to provide training to staff as we receive it from the county.	Grade levels reviewed data regularly with curriculum staff; school-wide data was shared at staff meetings. Tara Todd met with the MTSS committee in May to complete the SAM.	Continue to provide training to staff as we receive it from the county. MTSS/PBIS team will meet monthly to review attendance, behavior, and academic data. Set school-wide goals and break them down to grade levels.												
Goal 5:	Staff members were very complimentary of staff development related to Guided Reading and it is making a difference with student growth.	Hold off on training Encore staff on integration of literacy.	Increase in MClass scores. 2016-2017 EOG Scores: <table><tr><td></td><td>Math</td><td>Reading</td></tr><tr><td>3rd</td><td>82.1% (+31.3)</td><td>59.0 (+6.7)</td></tr><tr><td>4th</td><td>47.7 (-6.7)</td><td>47.7 (-1.4)</td></tr><tr><td>5th</td><td>79.0 (+14.1)</td><td>84.8 (+19.4)</td></tr></table> # in () is % change from 2015-2016 <ul style="list-style-type: none">Based on report from Jonathon Bowers		Math	Reading	3 rd	82.1% (+31.3)	59.0 (+6.7)	4 th	47.7 (-6.7)	47.7 (-1.4)	5 th	79.0 (+14.1)	84.8 (+19.4)	Continue use of Jan Richardson model for Guided Reading. Look for ways to increase disciplinary literacy across subject areas. Implement the FHHS Cluster theme related to Environmental Science. Math Coach and PT Math Tutor will pull remediation groups based on Math Probes which will be implemented in two additional grade levels this year.
	Math	Reading														
3 rd	82.1% (+31.3)	59.0 (+6.7)														
4 th	47.7 (-6.7)	47.7 (-1.4)														
5 th	79.0 (+14.1)	84.8 (+19.4)														
Principal’s Signature		MOY Review: Reviewed, discussed progress, and collected feedback from SBMT Team on 1-19-17 EOY Review: Jennifer Deaton 6-29-17 (Share with SBMT in Fall 2017)														

2016-17 & 2017-18 Union Elementary School Improvement Plan Annual Review (Year 2)



Goals	February 2017-18 Current Reality & Adjusted Action Steps		June 2017-18 Current Reality & Adjusted Action Steps	
Goal 1:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2016-2017 Union Elementary School Improvement Plan Report

Checklist of State-required On-going Operational Activities

All Schools

Does this school:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan use of staff development funds?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

K-8 Schools Only

Does this school:

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	<ul style="list-style-type: none"> Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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2016-2017 Union Elementary School Improvement Plan Approval

Committee Position	Name	Signature	Date
Principal	Jennifer Deaton		
Assistant Principal Representative	Amy Herlihy		
Teacher Representative	Cindy Mangum		
Teacher Representative	Kim Jarzombek		
Teacher Representative	M'lissa Caines		
Teacher Representative	Marlowe Payne		
Teacher Representative	Hannah Willingham		
Teacher Representative	Kristin Burrows		
Instructional Support Representative	Mindy Pope		
Teacher Assistant Representative	Katie Turner		
Special Area Representative	Randy Eich		
EC/AIG Representative	Gerri Thierbach		
Parent Representative	Krystle Hammonds		
Parent Representative	Kelli Funderburk		

Elementary and Secondary Education Act Components

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.

1. **School wide 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.
2. **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 school wide 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.
3. **High-quality and ongoing professional development:** Teachers and other staff in school wide 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 school wide 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.
4. **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 school wide plan must describe the strategies it will use to attract and retain highly qualified teachers.
5. **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 school wide 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.

Title I Targeted Assistance Compliance Review and Plan

6. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary school wide 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 school wide programs capitalize on this strong start.
7. **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 school wide 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.
8. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The school wide 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.
9. **Coordination and integration of Federal, State, and local services and programs:** School wide 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, school wide 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 school wide program.