



2016-17 & 2017-18 Walter Bickett Elementary School Improvement Plan

Walter Bickett Elementary Contact Information

School	Walter Bickett Elementary	Date Prepared by Committee	August 31, 2016
Address	830 ML King Blvd., Monroe, NC 28112	Date Approved by School	August 31, 2016
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Principal	Dr. Jamie Benfield	Superintendent	Dr. Andrew Houlihan

Walter Bickett Elementary School Improvement Team

Committee Position	Name	Email	Date Elected
Principal	Dr. Jamie Benfield	jamie.benfield@ucps.k12.nc.us	8/31/16
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Curriculum Support Representative	Ms. Kelly Reigle	Kelly.reigle@ucps.k12.nc.us	8/31/16
Behavior Support Representative	Ms. Chloe Holsman	Chloe.holsman@ucps.k12.nc.us	8/31/16
Parent/PTO Representative	Ms. Rose Belcher	communitypartnerservices@yahoo.com	8/31/16



2016-17 & 2017-18 Walter Bickett Elementary School Improvement Plan

Walter Bickett Elementary Assessment Data Snapshot

Current school strengths include administrative focus on highly qualified staffing, administrative focus on small class sizes with an emphasis on small group differentiated instruction for both literacy and math, and school administration is providing curricular and instructional support for staff and students through instructional planning, curricular resources, and staff/student development opportunities. All supports currently in place from this analysis are data driven. The WBES data analysis show opportunities for improvement based on the 2015-2016 NC Ready Overview, with WBES students performing at a performance composite of 36.6% Grade Level Proficiency of 735 students with 30.2% of 318 African American students, 37.7% of 321 Hispanic students, 37.8% of 37 Multi-Ethnic students, 64.9% of 57 Caucasian students, 35.8% of 689 economically disadvantaged students, 27.3% of 161 Limited English Proficient students, 30.7% of 140 students with disabilities, and greater than 95% of 28 Academically and Intellectually Gifted students. Student attendance is not a root cause and WBES met all 16 of the state targets for participation during the 2015-2016 academic year. The goals for the 2016-2017 academic year include a gain in the overall percent of students meeting grade level proficiency in math for grades 3-5 to increase from 40% to 60% (Gain of 20 percentage points) as measured by the NC EOG, as well as the overall percent of students meeting grade level proficiency in reading for grades 3-5 to increase from 30% to 50% (Gain of 20 percentage points) as measured by the NC EOG. Based on the 2015-2016 NC Teacher Working Conditions survey, 53% of the teaching staff at WBES would like to be trusted by school leaders to make sound professional decisions about instruction. In order to meet these goals, school leadership will provide staff development in the area of math and literacy instruction and utilizing common planning to share best practices, backwards plan, and implement the pacing guide for units of study. School leadership will build capacity with Math and Literacy instructional support, including content and pedagogy. School leadership will provide staff and students with Curriculum Facilitators to model lessons, coach through model lessons, and provide resource support for math and literacy planning. School leadership will provide staff and students with Math and Literacy Interventionists to pull small groups and confer with students on Math and Literacy strategies. School leadership will provide staff and students with identified Math and Literacy tutoring in small groups and teacher assistants on all grade levels K-5 to pull small groups and confer with students on Math and Literacy strategies. School leadership will provide staff and students with technology resources for Math and Literacy instruction. School leadership will implement Professional Learning Communities and all PLCs will create SMART goals, utilize pre and post assessments to monitor student progress, and will aggressively monitor a.) Student Data - daily student performance including instructional data collection, attendance data collection, discipline/behavior/emotional/mental health data collection; as well as b.) Adult Data - daily staff attendance, adherence to the instructional schedule, participation in staff development, and program fidelity.



2016-17 & 2017-18 Walter Bickett Elementary School Improvement Plan

Walter Bickett Elementary Profile

Current school strengths include administrative focus on highly qualified staffing, administrative focus on small class sizes with an emphasis on small group differentiated instruction for both literacy and math, and school administration is providing curricular and instructional support for staff and students through instructional planning, curricular resources, and staff/student development opportunities.



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.



2016-17 & 2017-18 Walter Bickett Elementary School Improvement Plan

Vision Statement

District: Preparing all students to succeed.

School: Preparing all students to succeed.

Mission Statement

District: To ensure a safe and secure school environment which promotes positive character development in youth while enhancing student decision-making skills for success in the global community.

School: "We believe our focus must be on student learning. Reflective students and staff are vital to our purpose of developing life-long learners."

Walter Bickett Elementary Shared Beliefs

- Leadership
- Customer-Driven Quality (i.e., Student/Stakeholder Focus)
- Results Orientation
- Partnership Development
- Management by Fact
- Continuous Improvement
- Alignment

Walter Bickett 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, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
4. Research, plan for, create and implement a multi-tiered system of support (MTSS)



2016-17 & 2017-18 Walter Bickett Elementary School Improvement Plan

Walter Bickett 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 	Dr. Benfield Principal	SIP Goal Monitoring		All staff	2016-2018
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 	Dr. Benfield Principal	SIP Goal Monitoring Teacher Working Conditions Survey Data Student Performance Data Parent Survey Data		All staff	2016-2018

<p>Strategy 2: Carry out the tasks of a PLC</p> <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 	<p>Point Person (Name/Title) Dr. Benfield, Principal Administrative Team Curriculum Support Team PLC Guiding Coalition/Grade Level Chairs</p>	<p>Evidence of Success (Student Impact) SIP Goal Monitoring Teacher Working Conditions Survey Data Student Performance Data Parent Survey Data</p>	<p>Funding (estimated cost/ source)</p>	<p>Personnel Involved Leadership Team and Teacher Leaders</p>	<p>Timeline (Start-End) 2016-2018</p>
<p>Strategy 3: Support and value the work of PLCs</p> <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 	<p>Dr. Benfield, Principal Administrative Team Curriculum Support Team PLC Guiding Coalition/Grade Level Chairs All teachers</p>	<p>SIP Goal Monitoring Teacher Working Conditions Survey Data Student Performance Data Parent Survey Data</p>		<p>All staff</p>	<p>2016-2018</p>
<p>Strategy 4: Evaluate the effectiveness of PLCs</p> <ul style="list-style-type: none"> Review PLC agendas and minutes 	<p>Dr. Benfield, Principal Administrative Team Curriculum Support Team PLC Guiding Coalition/Grade Level Chairs</p>	<p>SIP Goal Monitoring Teacher Working Conditions Survey Data Student Performance Data Parent Survey Data</p>		<p>Leadership Team and Teacher Leaders</p>	<p>2016-2018</p>



(Title 1 Schools Only)

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.

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Walter Bickett 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

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 	Dr. Benfield Principal	SIP Goal Monitoring Online Gradual Release Modules and district professional development		All staff	2016-2018
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 	Dr. Benfield Principal Administrative Team Curriculum Support Staff	SIP Goal Monitoring Online Gradual Release Modules and district professional development		All staff	2016-2018

<p>Strategy 2: Support staff in the implementation of the Gradual Release of Responsibility model</p> <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 	<p>Point Person (Name/Title) Dr. Benfield Principal Administrative Team Curriculum Support Staff</p>	<p>Evidence of Success (Student Impact) SIP Goal Monitoring Online Gradual Release Modules and district professional development</p>	<p>Funding (estimated cost/ source)</p>	<p>Personnel Involved All staff</p>	<p>Timeline (Start-End) 2016-2018</p>
<p>Strategy 3: Evaluate the effectiveness and fidelity of the implementation of the Gradual Release of Responsibility model</p> <ul style="list-style-type: none"> Classroom walkthroughs 	<p>Dr. Benfield Principal Administrative Team Curriculum Support Staff</p>	<p>SIP Goal Monitoring Online Gradual Release Modules and district professional development Teacher Evaluation Data</p>		<p>All staff</p>	<p>2016-2018</p>

(Title 1 Schools Only)

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.

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Walter Bickett Elementary Priority Goals

Priority Goal #3:	Develop, implement, and evaluate policies in all schools ensuring that each student is well known by at least one adult advocate who supports their educational experience
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:	Student Survey Data, Parent Survey Data, Teacher Survey Data, Discipline 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 	Dr. Benfield, Principal	Student Survey Data Parent Survey Data Teacher Survey Data Discipline Data		SIP Team	2016-2018
Strategy 1: Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students <ul style="list-style-type: none"> Determine the criteria for advocacy Determine which students are currently aligned with an appropriate advocate 	Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team	Student Survey Data Parent Survey Data Teacher Survey Data Discipline Data		SIP Team	2016-2018

Strategy 2: Provide the necessary supports to prepare staff to implement the advocacy structure	Point Person (Name/Title) Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team	Evidence of Success (Student Impact) Student Survey Data Parent Survey Data Teacher Survey Data Discipline Data	Funding (estimated cost/ source)	Personnel Involved SIP Team	Timeline (Start-End) 2016-2018
Strategy 3: Implement the advocacy structure	Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team All staff	Student Survey Data Parent Survey Data Teacher Survey Data Discipline Data		All staff	2016-2018
Strategy 4: Evaluate the effectiveness and fidelity of the implementation of advocacy structure	Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team All staff	Student Survey Data Parent Survey Data Teacher Survey Data Discipline Data		All staff	2016-2018



(Title 1 Schools Only)

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.

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

Walter Bickett 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:	Student and Teacher Data: Formative and Summative Assessment Data, Attendance

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 	Dr. Benfield, Principal	Student Data: Formative and Summative Assessment Data, Discipline Data, Attendance Data Teacher Data: Evaluation and Performance Data, Attendance		Principal	2016-2018
Strategy 1: Establish an MTSS school leadership team <ul style="list-style-type: none"> Define roles and responsibilities of members 	Dr. Benfield, Principal	Student Data: Formative and Summative Assessment Data, Discipline Data, Attendance Data Teacher Data: Evaluation and Performance Data, Attendance		Principal	2016-2018

<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) Dr. Benfield, Principal</p>	<p>Evidence of Success (Student Impact) Student Data: Formative and Summative Assessment Data, Discipline Data, Attendance Data Teacher Data: Evaluation and Performance Data, Attendance</p>	<p>Funding (estimated cost/ source)</p>	<p>Personnel Involved Principal</p>	<p>Timeline (Start-End) 2016-2018</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>Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team</p>	<p>Student Data: Formative and Summative Assessment Data, Discipline Data, Attendance Data Teacher Data: Evaluation and Performance Data, Attendance</p>		<p>Principal</p>	<p>2016-2018</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>Dr. Benfield Principal Administrative Team Curriculum Support Staff Behavior and Emotional Support Team PLC Guiding Coalition SIP Team</p>	<p>Student Data: Formative and Summative Assessment Data, Discipline Data, Attendance Data Teacher Data: Evaluation and Performance Data, Attendance</p>		<p>Principal</p>	<p>2016-2018</p>



(Title 1 Schools Only)

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.

School wide reform strategies:	<input checked="" type="checkbox"/>	Strategies to attract highly qualified teachers to high-need schools:	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Coordination and integration of Federal, State, and local services and programs:	<input checked="" type="checkbox"/>



School Improvement Plan Priority Goals

School Improvement Plan Peer Review Form (1st Peer Review)										
	Vision & Mission	Team membership	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)

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Name		Signature		Date	
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School Improvement Plan Review Form (1st 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 (2nd Peer 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 (2nd 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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2016-17 & 2017-18 Walter Bickett 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:				
Goal 2:				
Goal 3:				
Goal 4:				
Goal 5:				
Principal's Signature				



2016-17 & 2017-18 Walter Bickett 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 Walter Bickett 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"/>	• Implement strategies for improving performance of all students?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• 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"/>	• Plan use of staff development funds?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Plan for use of assessments to monitor student progress?
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	• Provide daily duty-free lunch to teachers?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Provide at least five hours of planning time for teachers each week?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• Implement strategies for involving parents and the community in the educational program?
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	• 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"/>	• Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?
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(Title 1 Schools Only)

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 1 Schools Only)

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.