

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.



District Goals for Randolph County Schools

District Goal 1:	Randolph County Schools will produce globally competitive students.
Supports SBE Goal:	Goal 1 – North Carolina public schools will produce globally competitive students.
District Goal 2:	Randolph County Schools will be led by 21st Century professionals.
Supports SBE Goal:	Goal 2 – North Carolina public schools will be led by 21st Century professionals.
District Goal 3:	Healthy and Responsible Students
Supports SBE Goal:	Goal 3 – North Carolina Public School students will be healthy and responsible.
District Goal 4:	Leadership for Innovation
Supports SBE Goal:	Goal 4 – Leadership will guide innovation in North Carolina public schools
District Goal 5:	Governed and supported by 21st Century systems
Supports SBE Goal:	Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

Recommended Data Sources for Analysis by School Improvement Teams

Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.

Examine data from such areas as:

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

School Report Card results: (www.ncreportcards.org)

Teacher Working Conditions Survey results: (<http://ncteachingconditions.org>)

Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

Career and Technical Education Local Plan

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://ncreadyschools.org>)

Special Education Continuous Improvement Plan

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

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

School Vision and Mission Statements for Archdale Elementary School

Vision:

1. Education is the responsibility of students, parents, teachers, administrators, and the community where everyone assumes accountability for their roles.
2. Archdale Elementary School will provide a safe, caring, and inviting environment where students are actively engaged in the learning process.
3. A positive learning atmosphere exists where students with varying needs can be successful.
4. High expectations are held for all members of the school community.
5. An education program that prepares students for success in the future is provided.

Mission:

The mission of Archdale Elementary School is to educate all children in an environment that is conducive to learning. We recognize every student as a unique individual endowed with varying needs, interests and abilities. We believe through this mission students will become constructive, productive and participating citizens of our society.



LEA or Charter Name/Number: Randolph County Schools - 760
School Name/Number: Archdale Elementary School
School Address: 207 Trindale Road Archdale, NC 27263
Plan Year(s): 2010-2011
Date prepared: September 2010

Principal Signature:

Date

Local Board Approval Signature:

Date

School Improvement Team Membership

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

Committee Position*	Name	Committee Position*	Name
Principal	Lynn Smith		
Assistant Principal Representative	Wanda Anders		
Guidance	Sally Voelkert		
Inst. Support Representative	Lisa Garrison		
Teacher Assistant Representative	Rebecca McClure		
Parent Representative	Maria James		
Teacher Representative	Jen Tuft		
Teacher Representative	Tara Cecil		
Teacher Representative	Lynn Kellum		
Teacher Representative	Celia Tuten		
Teacher Representative	Teresa Sutton		
Teacher Representative	Doc Cecil		
Technology Representative	Chris Beeson		
Classified Staff Representative	Muriel Campbell		

School Data and Summary Analysis

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

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

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

Our overall reading scores for the 2009-2010 school year in grades 3-5 were above the AYP target goal of 43.2%, coming in at 73.30% proficient

Our overall math scores for the 2009-2010 school year in grades 3-5 were above the AYP target goal of 77.20%, coming in at 86.20% proficient.

Our overall 5th grade science scores for the 2009-2010 school year were 70.66% proficient, above the state's proficient rate of 63.4%.

Our Kindergarten scores were all above the District averages: Reading scores were 78% proficient, Writing scores were 76% proficient, and Math scores were 88% proficient.

Our First Grade Math and Writing scores were above the District averages: Math scores were 85% proficient and Writing scores were 71% proficient.

We made high growth for the 2009-10 school year.

Our K-5 remediation program, the addition of a Lead Teacher, collaboration between classroom teachers and our AG teacher, afterschool tutoring, and our Title I Reading Program were direct factors in the achievement of our students.

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

Our First Grade Reading scores were below the District average of 70%. Our score was 64% proficient. Upon collaboration, teachers have set a goal of 70% proficiency in reading this year for 1st grade.

Our Second Grade scores were all below the District averages: Our Reading scores were 57% proficient, Writing scores were 43% proficient, and Math scores were 66% proficient. Upon collaboration, 2nd grade teachers have set a goal of 65% proficiency in Reading, 70% proficiency in Math, and 50% proficiency in Writing. They are implementing Reader's Workshop along with the Jan Richardson guided reading lessons. They are continuing the Investigations method in Math. They are using a Writer's workshop approach as well.

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

LLI Benchmarking kits and a math universal screening tool will be implemented this school year to determine baselines and assess growth in K-5 math and reading. Data is needed on students with disabilities to determine if the method of service has been effective in achieving proficiency/growth. A breakout of student data from the GROW program would be helpful in determining individual growth of those students.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

A. Technology - In order to bring our students into 21st century learning, an increase in knowledge and usage of technology is needed in the classrooms. Research indicates that students will be more highly engaged when instruction is supported by technology. Now that SMART Boards have been purchased for our classrooms, we will work to fully integrate our daily lessons with technology. The Curriculum Support Instructor will provide further staff development on SMART Boards, Document Cameras, and Response Systems. A representative population of teachers will be attending consortium workshops on how to develop our digital natives.

B. Reading - with the goal of getting students K-5 to 80% core proficiency, and understanding that reading impacts all other subjects, strategies are needed to increase phonemic awareness, phonics, and reading levels in K-2. Further attention needs to be placed on building deeper levels of comprehension in grades 3-5. We will focus on strategies such as using an assessment wall to evaluate student performance, book studies, further implementing Jan Richardson's Guided Reading model, and purchasing the Comprehension Tool Kits to help build our Reading proficiency scores K-5.

C. Science - in order to reach 80% core proficiency in science, we need all grades to be consistent in implementing the science standard course of study. With a current proficiency score of 70.24% our goal for 2010-2011 is 75% proficiency on 5th grade science end of grade test. We will work toward that goal by continuing our school wide vocabulary board and using Title I funds to purchase needed materials to enrich our Science Studies.

D. Math - K-2 data indicates students in Kindergarten need a better understanding of Number and Operations as that impacts all other strands in the math curriculum. First grade students need to develop stronger understanding in Geometry concepts. Second grade students scored in the 30% range in Number and Operations, Measurement, and Algebra.

Priority Goal 1 and Associated Strategies

Plan/Do	Area for improvement and supporting data:	
	Technology -In order to bring our students into 21st century learning, an increase in knowledge and usage of technology is needed in the classrooms. Research indicates that students will be more highly engaged when instruction is supported by technology. 5th grade RCS computer test scores dropped 3 percentage points last year. Purchasing technologic equipment and providing professional development is necessary to bring our school into the 21st century.	
	School Goal 1:	Increase knowledge and usage of technology in the classroom in order to better prepare our students for 21st century learning by providing staff with workshops on how to use the technology they have in the classroom.
	Supports this district goal:	Randolph County Schools will produce globally competitive students.
	Target:	Increase 5th grade local computer test scores by 5 points Staff development on the use of technology. Increase computer lab time for each classroom by at least 45 min. per week.
	Indicator:	5th grade local computer test score Increase use of computer lab and mini-lab. Classroom observations on use of technology and noted technology in lesson plans
	Milestone date:	April 2011
	Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.	
	Strategy 1:	Strategy: Increase computer time Action steps: All students will be instructed weekly for 45 minutes by the classroom teacher using technology SCOS. Media instructor will use information technology curriculum to improve research skills in grades 3-5. Grades 3-5 will continue to use Study Island and ClassScape.
	Strategy 2:	Strategy: Equip all classrooms with 21st century technology Action steps: Classrooms will continue to be updated with newer forms of technology as funds permit. Mini-lab, document cameras, Student Response Systems, SMART slates and SMART Boards
Strategy 3:	Strategy: Provide professional development to train staff on new technology methods and equipment. Action steps: Offer in-house staff development in SmartBoard, NCWise, document camera, Wikispaces and web pages.	

Plan/Do	How will we fund these strategies?		
	Funding source 1: Federal funds - Title 1	Funding amount:	54,357.75
	Funding source 2: Other	Funding amount:	5,256.26
	Funding source 3: Local district funds	Funding amount:	4,711.86
		Total initiative funding:	64,325.87
	Review frequency: Semi-annually		
	Assigned implementation team:	Media specialist, technology lab assistant, CSI, PTO	
	What data will be used to determine whether the strategies were deployed with fidelity?		
	Attendance rosters from professional development sessions, PTO budget report, K-5 grade computer/media lesson plans, Title I Documentation		
Study	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and		
	Local 5th grade computer test scores, K-2 Assessment data, grades 3-5 EOG data		
	What does data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		
Act			

Priority Goal 2 and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	Reading - with the goal of getting students K-5 to 80% core proficiency, and understanding that reading impacts all other subjects, strategies are needed to increase phonemic awareness, phonics, and reading levels in kindergarten. Given the curriculum gap between 2nd and 3rd grade we will focus on strategies to help students achieve grade level proficiency.		
	School Goal 2:	Grade levels will increase proficiency in reading by 5 percentage points.	
	Supports this district goal:	Randolph County Schools will produce globally competitive students.	
	Target:	Working towards 80% core proficiency in grades K-5 in reading.	
	Indicator:	End of year data	
	Milestone date:	June 2011	
	Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy: Continue to implement the remediation and enrichment program to provide timely intervention.	
		Action steps: Based on benchmark results and classroom performance, the staff will remediate students who are performing below grade level and enrich those meeting standards by using WIN time in the classroom.	
	Strategy 2:	Strategy: Study Responsiveness to Instruction (RTI) and Professional Learning Communities (PLC).	
		Action steps: Using universal screening tools, students will be identified at or below core proficiency and placed in tiers to receive research-based interventions and differentiated instruction. Monthly staff meetings focusing on the PLC philosophies will be conducted to enhance staff understanding.	
	Strategy 3:	Strategy: Utilize assessment wall to drive planning and instruction of guided reading groups.	
		Action steps: Using LLI benchmark kits, teachers will assess children and collaborate to find effective strategies in order to increase reading levels and comprehension. ClassScape will be used at the end of each quarter, as well as updating the assessment wall. Common assessments will be used at the end of each unit in the grade level.	
	Strategy 4:	Strategy: Implement Literacy night for parents	
	Action steps: Faculty will hold a parent night to discuss Reading SCOS and important Literacy vocabulary in order to increase appropriate parental involvement.		
How will we fund these strategies?			
Funding source 1:	Other	Funding amount:	9,762.56
Funding source 2:	Federal funds - Title 1	Funding amount:	825.00
Funding source 3:	Local district funds	Funding amount:	4,000.00
Funding source 4:	Other	Funding amount:	212.76
Funding source 5:	Federal funds - Title 1	Funding amount:	3,524.98
	Total initiative funding:		18,325.30
Review frequency:	Quarterly		
Assigned implementation team:	Teachers, CSI. Parents and administration		
Study	What data will be used to determine whether the strategies were deployed with fidelity?		
	Progress monitoring. Benchmark tests, grade level minutes, lesson plans with SCOS objectives listed		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	Benchmark assessments, K-2 assessment data, 3-5 EOG scores, any common assessments		
	What does data show regarding the results of the implemented strategies?		
Act	Based upon identified results, should/how should strategies be changed?		

Priority Goal 3 and Associated Strategies

Plan/Do	Area for improvement and supporting data:		
	Science - In order to reach 80% core proficiency in science, we need all grades to be consistent in implementing the science standard course of study. With a current proficiency score of our goal for 2010 - 2011 is 73% proficiency on 5th grade science end of grade test.		
	School Goal 3:	Increase proficiency on 5th grade science end of grade test to 73%.	
	Supports this district goal:	Randolph County Schools will produce globally competitive students.	
	Target:	73% proficiency on 5th grade science EOG	
	Indicator:	End of Grade test	
	Milestone date:	June 2011	
	Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.		
	Strategy 1:	Strategy Continue to implement discovery-based hands-on science instruction consistently among grade levels. Action steps: Incorporate TASC kits in all classrooms in grades K-5. Title I Summer science camp for rising 5th graders with hands-on projects.	
	Strategy 2:	Strategy: Familiarize students with frequently encountered science vocabulary schoolwide. Action steps: Display and discuss key science vocabulary along with associated images in high-profile locations throughout the school. A Science vocabulary bulletin board will continue to be used in the hallway in front of the cafeteria with Science vocabulary words being added as the year progresses.	
Strategy 3:	Strategy: Implement Science Parent Night Action steps: Parents will be invited to Science Night at school to learn more about the Science Curriculum and how they can help their students at home.		
How will we fund these strategies?			
Funding source 1:	Federal funds - Title 1	Funding amount:	1,500.00
		Total initiative funding:	1,500.00
Review frequency:	Semi-annually		
Assigned implementation team:	K-5 teachers, Science team members, Administrators		
Study	What data will be used to determine whether the strategies were deployed with fidelity?		
	Sign in sheet for parents, Parent survey, use of TASC Kits, lesson plans		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	5th grade Science EOG		
Act	What does data show regarding the results of the implemented strategies?		
	Based upon identified results, should/how should strategies be changed?		

Priority Goal 4 and Associated Strategies

Plan/Do	Area for improvement and supporting data:			
	Math - K-1 data indicates students need a better understanding of Number and Operations as that impacts all other strands in the math curriculum. At 75%, 1st grade did not achieve 80% core proficiency and 1st grade, 3rd grade and 4th grade are below RCS proficiencies.			
	School Goal 4:	Grade levels will increase their assessment goals in proficiency by 5%		
	Supports this district goal:	Randolph County Schools will produce globally competitive students.		
	Target:	80% proficiency on the EOG and assessment goals for K-2		
	Indicator:	K-2 assessment and 3-5 EOG test		
	Milestone date:	June 2011		
	Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy: Continue new Investigations series with the use of hands-on materials and discovery learning. Action steps: Teachers collaborate during grade level planning on how to use the concept of guided discovery in Math.		
	Strategy 2:	Strategy: Implement Math Night for parents Action Steps: Faculty will hold Parent Night to discuss Math SCOS and new textbook methods in order to increase appropriate parental involvement.		
	Strategy 3:	Strategy: Teachers will develop common assessments in Math. Action Steps: Teachers will develop formative common assessments and then use data from these assessments to develop interventions and enrichment program.		
	How will we fund these strategies?			
	Funding source 1:	Other	Funding amount:	7,226.39
	Funding source 2:	Federal funds - Title 1	Funding amount:	825.00
			Total initiative funding:	8,051.39
Review frequency:	Quarterly			
Assigned implementation team:	All staff			
Study	What data will be used to determine whether the strategies were deployed with fidelity?			
	A Team, RTI meeting notes, grade level planning minutes, rosters, attendance, progress monitoring, benchmark test, PLC committee minutes, assessment wall, lesson plans with SCOS objectives listed			
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)			
	Benchmark assessments, universal screenings, K-2 assessment data, 3-5 EOG scores, any common assessments			
Act	What does data show regarding the results of the implemented strategies?			
	Based upon identified results, should/how should strategies be changed?			

Safe School Plan for Archdale Elementary School

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

Name and role of person(s) responsible for implementing this plan:	Lynn Smith, Principal, Leadership Team
--	--

Statement of Responsibility for the School District Superintendent

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

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: The superintendent shall be subject to disciplinary action should he fail to carry out his duties related to the safe schools plan. Such action may include a reprimand placed in the superintendent's personnel file or withholding of the superintendent's salary, or both, or revocation of the superintendent's certificate as specified in North Carolina General Statute 115C-274.

Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternate placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115-C288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: The consequences to the principal for failure to carry out assigned responsibilities may include a reprimand in the principal's personnel file and disciplinary proceedings under G.S. 115C-325.

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

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Wanda Anders

Teachers: Lisa Garrison, Lynn Simpson, Frankie Younts

Teacher Assistants:

Other School Staff: Sally Voelkert, Muriel Campbell

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Remediation and enrichment is offered daily by staff during WIN time (What I Need). WIN time schedules are determined by grade levels. Remediation is also offered afterschool from 2:45-3:45 in Math four days a week, with each grade level 2-5 receiving one day of service. A school wide discipline policy is in place.

All staff, children, and parents are aware of rules and the consequences for not following the rules.

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

The RTI Model training is being provided to staff to educate them on strategies to use with students who are struggling both academically and behaviorally. The "Think Tank" is also used when needed.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

N/A

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:	Implement the "Second Step" program targeting violence prevention and bullying.
Target:	All K-2 students will receive weekly instruction in violence prevention.
Indicator:	Weekly lesson plans; Student discipline data
Milestone Date:	2012
Goal:	Implement the use of Bucket Filler philosophy in the school building. This program focuses on positive student behaviors and gives an additional outlet for reporting any bullying taking place.
Target:	Buckets were placed in each classroom for easy access to all K-5 students.
Indicator:	10% reduction in student bullying and 5% reduction in office referrals
Milestone Date:	2012

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development:	Planned/Completed
Second Step program training with Second Grade teachers:	Aug. 2010
Olweus Training:	May-11

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

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

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

Program or Strategy Being Funded	Amount of Funding	Source of Funding

**School-Based Management and Accountability Program
Summary of School-Based Waiver Requests
Program Year: 2008-2011**

LEA or Charter School N: Randolph County Schools - 760

School Number(s)	Request for Waiver
	1. Please describe the waiver you are requesting.
	Archdale Elementary requests a waiver to place teacher assistants who are "primarily assigned" to grades 1-2 to provide other services supporting the whole school. The definition of primary assignment would be a minimum of 51% of the day. AES assistants primarily assigned to 1-2 are currently working in other grades approximately 2 hours each day to provide remediation and support (approximately 25% of the day). The reassignment allows all students in grades 3-5 participate in daily remediation or enrichment sessions with reduced student/adult ratios.
	2. Identify the law, regulation, or policy from which exemption is requested.
	This waiver would provide stability and allow the current organization to stay in place rather than disrupt students to reorganize in the event class size numbers exceeded the recommended maximums.
	3. State how the waiver will be used.
The waiver will be used to provide assistants in upper grades classrooms during Guided Reading instruction. This will occur 90 minutes per day.	
4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.	
By providing extra man power in the classrooms, upper grade teachers will be able to provide more individualized instruction based upon student need.	

Signature of Superintendent/Designee

Date

Incentive Pay Plan

Eligibility: If Archdale meets or exceeds ABC goals for 2010-2011 school year, and qualifies for incentive pay awards, the following criteria must be met by employees eligible for pay in order to receive the incentive award pay.

Number of days of employment required to receive bonus money: (be as specific as possible)

- **Must be actively employed for periods of time as designated below to receive award pay (prorated)**
- **Must be in or leave in good standing to receive incentive pay**
- **Amount of incentive pay will be prorated accordingly for part-time and itinerant staff**

Prorated Schedule for Award Pay - Archdale Elementary

120 or more days	=	Full Award
100 - 119 days	=	75% of Award
75 - 99 days	=	50% of Award
Less than 75 days	=	No Award

Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

Schoolwide reform strategies: Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

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

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

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

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

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

	We hire only staff that are highly qualified.
	We report to the public the percentages of HQ staff using the school report card.
	An attestation form is completed annually and parents are notified in writing if a non HQ substitute is teaching children for an extended period of time.

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				X		
	Strategy 2		X				
	Strategy 3	X			X		
Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:							

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

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

Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:

Archdale Elementary School works closely with the University of North Carolina at Greensboro and High Point University to grow new, innovative teachers. Both schools send their students to our school to participate in internships as well as student teaching experiences. We also look to these students after they graduate to work in roles in our school as they come available. Currently, we have one of our UNCG graduates filling in on for a maternity leave. We take pride in participating in these programs.

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

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1						
	Strategy 2				X		
	Strategy 3		X	X			
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

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

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

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

Archdale Elementary School works with parents and the community to help create an easy transition into Kindergarten. When parents attend Kindergarten registration night, we pass out backpacks with pencils, crayons, scissors, magnetic letters and numbers for students to practice with prior to arriving in Kindergarten. We also hold a Pre-K Camp in August for At Risk rising students. We will be using the Dial 4 program to assess our rising Kindergarteners.

Measures to include teachers in decisions regarding the use of academic assessments: In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

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

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

CIS will recruit, train and provide volunteers to help in our school.

The Backpack Pals Program provides week-end food for needy children.

Federally funded EC program, including resource teachers, OT,PT and speech are present in our school to meet all required IEP goals.

WATCH Dogs are fathers of our students that volunteer to work in our school.

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

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

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

Benchmark assessments are conducted at least three times each year.

Develop PIP's for struggling students

Intervention time is built into the school day.

Parent conferences are scheduled during and after the first nine weeks report card.

EC procedures/Ateam/RTI Team will meet as needed to discuss needs of individual students.

Assessments and team meetings will determine intervention strategies/ activities to best meet individual student needs.

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

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

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

--

Title I School-Wide Prioritized Plan 2010-2011

	School-wide Component	Action Steps	Timeline (Including Benchmark Assessment)	Person (s) Responsible
1	Comprehensive Needs Assessment	Revisit Annually looking at student performance, instructional effectiveness, stakeholder perspective, and characteristics of school, students, and community	February-June: Revisit using surveys and current assessment data. July: Make necessary additions based on EOG test results/AYP	Administration and SIT/Title 1 Team will chair committees. All faculty members will be involved in the process.
2	Schoolwide reform strategies	<ul style="list-style-type: none"> Identify low performing subject areas, goals, grade levels, students, and subgroups. Grade levels will analyze test data in PLC groups. Each grade level will collaboratively determine essential standards. Teachers will create formative assessments and analyze results as a PLC Team. PIP's will be developed with parental input for all struggling students Reading and math tutors will serve the lowest performing students. After school remediation will be offered to all low performing students 	<ul style="list-style-type: none"> August August-On-Going On-Going September and as needed August-June February-May October-May 	<ul style="list-style-type: none"> Principal will provide data to grade levels. Grade level Teachers. Curriculum Support Instructor (CSI) and Grade Level Teachers CSI and Grade Level Teachers K-5 Teachers Principal schedules. Reading and Math Tutors, Classroom Teachers CSI Facilitates CSI Facilitates

Title I School-Wide Prioritized Plan 2010-2011

2	Schoolwide reform strategies (Con't)	<ul style="list-style-type: none"> · Enrichment clubs will be offered to all students · Summer Programs will be offered. 	<ul style="list-style-type: none"> · August 2010 · June-July 2011 	<p>CSI Facilitates</p> <p>CSI and Administration Facilitates</p>
3	Highly qualified teachers	<ul style="list-style-type: none"> · Hire only HQ Staff · Report to public % of HQ staff using the school report card · Complete attestation form annually · Notify parents in writing if a non-HQ substitute is teaching children for an extended period of time. 	<ul style="list-style-type: none"> · On-Going · When state releases report card. · Annually-June · As needed 	<p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p>
4	High quality and on-going professional development	<ul style="list-style-type: none"> · Professional Development Survey will be conducted each year. · Professional Development will be aligned to data and needs of school. · Local staff development funds will be used to fund staff development activities. · Teacher assistants will receive 10 hours of technology and writing training. · K-5 Teachers will be involved in grade level training using Jan Richardson's Guided Reading 	<ul style="list-style-type: none"> · March · Spring/Summer Planning · Spring Title 1 Planning · On-Going Aug.-June · On-Going Aug.-June 	<p>Administration and CSI</p> <p>Administration/SIT</p> <p>Administration/SIT</p> <p>District Technology Teachers/ CSI</p> <p>Administration and CSI will develop plan and hire consultants.</p>

Title I School-Wide Prioritized Plan 2010-2011

4	High quality and on-going professional development (Con't)	<ul style="list-style-type: none"> · K-5 Teachers will participate in 5 hours of smart board integrated instruction · K-5 Teachers will receive 6 hours of training in RTI Instructional Strategies for the classroom. 	<ul style="list-style-type: none"> · On-Going Aug.-June · On-Going Aug.-June 	<ul style="list-style-type: none"> · District Technology Teachers/ CSI · School RTI Team will plan and hire consultants.
5	Strategies to attract highly qualified teachers to high-need schools	<ul style="list-style-type: none"> · Mentor Assigned to each BT and new teacher to the school. · Use Title I funds for class size reduction in most needed grade levels. · Collaborate with local university to have intern/student teacher programs in the school 	<ul style="list-style-type: none"> · On-Going · Revisit Annually · Fall and Spring 	<ul style="list-style-type: none"> · Administration/Lead Mentor/CSI · Title 1 Team/SIT · Administration
6	Strategies to increase parental involvement	<ul style="list-style-type: none"> · Parent surveys will be sent at beginning and end of school year. · Three parent nights will be held each year to focus on instructional strategies. · Watch Dog Program to encourage Dads as volunteers. · EOG Survivor Day · Enrichment Activities for grades 3-5 	<ul style="list-style-type: none"> · May and September · Fall, Winter, Spring · October/January/April · On-going · Spring 	<ul style="list-style-type: none"> · Title 1 Team/SIT Team · All K-5 Teachers will be involved in planning for parent nights. · CSI · Administration · CSI

Title I School-Wide Prioritized Plan 2010-2011

7	Plans for assisting pre-school students in the successful transition from early childhood programs to local elementary school wide programs	<ul style="list-style-type: none"> · Spring Orientation for Pre-K students · Summer Pre-K one week with Kindergarten teacher and assistant using Title 1 funds. · Collaborate with middle school to transition 5th graders. · Middle School Visit · 5th graders invited to 6th grade summer orientation 	<ul style="list-style-type: none"> · Spring · August · March · May · August 	<ul style="list-style-type: none"> · Kindergarten teachers · Administration/CSI/Kindergarten Teachers · Administrators-Elem./Middle/5th Grade Teachers · Administrators-Elem./Middle/5th Grade Teachers · Administrators-Elem./Middle/5th Grade Teachers
8	Measures to include teachers in decisions regarding the use of academic assessments	<ul style="list-style-type: none"> · Dr. Johnson will meet with all faculty members to review and summarize current data. · Teachers will receive assistance in using benchmark assessment system and use of data · Formative assessment training will be offered to all teachers. 	<ul style="list-style-type: none"> · August/September · On-Going · Summer/On-Going 	<ul style="list-style-type: none"> · Dr. Johnson/Administration · CSI · District Training/ Follow-up at school level by participants
9	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance	<ul style="list-style-type: none"> · PIP's developed for struggling students · Parent conferences are scheduled after the first report card · Benchmark assessments are conducted at least three times each year. · EC Procedures/A-Team/RTI Team will meet on a weekly basis to discuss needs of individual students. 	<ul style="list-style-type: none"> · On-Going · October · On-Going · On-Going 	<ul style="list-style-type: none"> · Classroom Teachers/Administration · Classroom Teachers/Administration · Classroom Teachers/Administration · Classroom Teachers/ Administration

Title I School-Wide Prioritized Plan 2010-2011

9	Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance (Con't)	<ul style="list-style-type: none"> • Assessments and team meetings will determine intervention strategies/activities to best meet individual needs of students. 	On-Going	<ul style="list-style-type: none"> • Classroom Teachers/ Administration
10	Coordination and integration of Federal, State, and local services and programs	<ul style="list-style-type: none"> • Work with County Office to compile with all Federal, State and local programs 	August-June	<ul style="list-style-type: none"> • Administration