

**Priority # 1 - Increase overall Reading proficiency by 3% from 81.2% to 83.6% and increase Math proficiency by 3% from 86.0% to 88.5% in grades 3-5 as measured on EOG tests; Meet 17 of 17 AYP subgroups.**

<b><u>Justification:</u></b> <i>(Based on Comprehensive Needs Assessment)</i>	<p><b>-Reading EOG results from 2010-2011 indicate a 7.8 proficiency point increase from previous year for subgroup (all students) in state standards.</b></p> <p><b>-Math EOG results from 2010-2011 indicate a 2.6 proficiency point decrease from previous year for subgroup (all students) in state standards.</b></p>
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<i>School wide Component</i>	<i>Action Steps</i>	<i>Timeline (including Benchmark assessment)</i>	<i>Person(s) Responsible</i>
<b><u>School Reform Strategies</u></b>	<ul style="list-style-type: none"> <li>- Maximize the instructional day via the Master Schedule.</li> <li>-Utilization of the Inclusion model will continue to be followed in all grades to minimize the number of student pullouts throughout the day.</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I staff Instructional Coach and assistants Parents Volunteers Members of the SST Team Members of the IEP team</p>
<b><u>Highly Qualified Staff</u></b>	<ul style="list-style-type: none"> <li>- Student assignments were made based on teacher experience and No Child Left Behind qualifications.</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I staff Instructional assistants Members of the SST Member of the IEP team</p>
<b><u>High quality and ongoing professional development</u></b>	<ul style="list-style-type: none"> <li>- Teachers are provided staff development opportunities locally that correlate to the North Carolina Standard Course of Study and Best Practices.</li> <li>- Instructional Coach is available to assist staff with specific needs.</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I staff Instructional assistants School based instructional coaches County level workshop presenters</p>

<b><u>Teacher Recruitment and Placement</u></b>	- County level reimbursements available to staff continuing education through local college offerings	Yearlong Timeline for Component to be Successfully Implemented-  August 2011-June 2012	Superintendent Principal Teaching Staff Instructional Assistants Finance Dept. –BCPS
<b><u>Teacher Involvement in Assessment Use</u></b>	<p>- Teachers will have assessment data quickly to make curriculum and instructional decisions for their classrooms</p> <p>- Teachers will disaggregate data and see priority areas for students and these areas can be focused on effectively</p> <p>- Principal and teachers will use data driven decision making when making curriculum and instructional decisions</p> <p>- Teachers will share EOG data with parents following school reporting timeframe</p>	Yearlong Timeline for Component to be Successfully Implemented-  August 2011-June 2012	Principal Classroom teachers Specialty area teachers Title I staff Instructional assistants Parents Accountability Director-BCPS
<b><u>Parent Involvement</u></b>	<p>- Teachers will hold parent nights to instruct parent on curricular methodology, parent/student expectations, and skill review for students at home</p> <p>- Parents will be kept up to date on Title I activities via Take Home Tuesday Newsletters, weekly progress reports from teachers and Alert Now-(automated calling system) nights where activities can be announced.</p>	Yearlong Timeline for Component to be Successfully Implemented-  August 2011-June 2012	Principal Classroom teachers Specialty area teachers Title I staff Guidance Counselor Instructional assistants Parents
<b><u>Transition Plans (PreK-K)</u></b>	- School representative will meet periodically with Child Care Connections coordinator in reference to Kindergarten transition project.	Yearlong Timeline for Component to be Successfully Implemented-  August 2011-June 2012	Principal Classroom teachers- Representative Specialty area teachers Guidance Counselor Middle School Principals Title I staff Parents
<b><u>Instruction Activities for Identified Students</u></b>	- Exceptional children teachers will meet with parents and update student IEP that is due for a child throughout the year	Yearlong Timeline for Component to be Successfully Implemented-	Principal Classroom teachers Specialty area teachers

	<ul style="list-style-type: none"> <li>- Teachers will meet with parents and update 504 plans that are due for any child</li> <li>- Classroom teachers will develop and maintain PEP's or RTI Tier I documents</li> </ul>	August 2011-June 2012	Title I staff Instructional assistants Parents
<b><u>Coordination and Integration of Federal, State and Local Services</u></b>	- Plan will be reviewed by Leadership Team for the purpose of setting common goals and expected outcomes.	Yearlong Timeline for Component to be Successfully Implemented- August 2011-June 2012	Principal Leadership Team

**NOTES:**

----- Principal

----- School Counselor

----- Title I Representative / RTI Coordinator

----- Exceptional Children's Teacher

----- Parent

----- Parent

----- Parent

----- Parent

----- Parent

----- Parent

