

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

*Excellence in Action*

*The mission of Bogue Sound Elementary School is to provide positive and effective learning experiences that promote the involvement of staff, students, family and community in the development of life long learners.*

<b>LEA or Charter Name/Number:</b>	Carteret County Public Schools - 160	
<b>School Name/Number:</b>	Bogue Sound Elementary School	
<b>School Address:</b>	3323 Hwy 24 Newport, NC 28570	
<b>Plan Year(s):</b>	2010-2012	
<b>Date prepared:</b>	October 11, 2011	
<b>Principal Signature:</b>		<b>Date:</b>
<b>Local Board Approval Signature:</b>		<b>Date:</b>

### 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."*

<b>Committee Position</b>	<b>Name</b>
Principal	Terrie Beeson
Assistant Principal Representative	Pam Linton
Teacher Representative	Diane Herring
Teacher Representative	Heather Woodard
Teacher Representative	Ann Marie Robinson
Teacher Representative	Emily Long
Teacher Representative	Laura Chase
Teacher Representative	Elana Patton
Teacher Representative	Michelle McDonald
Teacher Representative	Carlee Harrell
Teacher Representative	Kim Hanson
Instructional Support Representative	Sharon Fulcher
Teacher Assistant Representative	Jessica Gibson
Parent Representative	Allison Worrell

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

### School Data and Summary Analysis

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

#### **1. What did the analysis tell us about our school's strengths?**

EOG proficiency and growth scores have continued to improve over the past three years. Attendance is over 95%. In general, teachers are satisfied with the working conditions at Bogue Sound Elementary School.

#### **2. What did the analysis tell us about our school's gaps or opportunities for improvement?**

Economically disadvantaged and at-risk students do not perform academically as well as all students. There is a need to increase involvement of parents of economically disadvantaged students in all aspects of school. There is a need to have professional development to enhance the ability of teachers to meet the needs of all students.

#### **3. Below was the data we were missing during our analysis and how we will collect this data in the future:**

Qualitative data is missing.

#### **4. Based upon the analysis conducted, the following were the 3-5 top priorities that emerged for our school with the relevant evidence to support them:**

- 1) There is a gap of 6 percentage points between economically disadvantaged students' score in reading as compared to all students (EOG).
- 2) There is a need to increase parent involvement in all aspects of school. (sign in sheets for parent activities and parent conference reporting forms)
- 3) There is a need to have professional development to enhance the ability of teachers to meet the needs of all students (Teacher Working Condition Survey).

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

<b>Priority Goal 1 and Associated Strategies</b>				
<b>Plan/Do</b>	<b>Area for improvement and supporting data: Economically disadvantaged students do not perform as well as all students on the End of Grade tests. There is a 6% point gap in achievement.</b>			
	<b>School Goal 1:</b>	<b>Close the gap between economically disadvantaged students and all students.</b>		
	<b>Supports this district goal:</b>	<b>Carteret County Schools will produce Globally Competitive Students.</b>		
	<b>Target:</b>	Increase student achievement of economically disadvantaged and at-risk students		
	<b>Indicator:</b>	End of Grade Test Scores		
	<b>Milestone date:</b>	June 2012		
	<b>Goal 1 Improvement Strategies</b>			
	<b>Strategy 1: Focus instruction on low achieving students</b>	<b>Action steps:</b>		
		1. Provide professional development for teachers in the area of differentiated instruction.		
		2. Provide small group instruction with EC and Title 1 teachers.		
		3. Develop a school schedule to allow remediation and enrichment during the school day.		
	<b>Strategy 2: Meet basic needs of students</b>	<b>Action steps:</b>		
		1. Provide a quality breakfast and lunch every day.		
		2. Provide needed supplies for student success.		
		3. Provide mentors within the school building for students at risk.		
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Federal Funds Title 1	<b>Funding amount:</b>	Amount provided by central services	
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	Amount provided by central services	
<b>Funding source 3:</b>	State funds for EC	<b>Funding amount:</b>	Amount provided by central services	
<b>Funding source 4:</b>	School general funds	<b>Funding amount:</b>	Based on state budget allocation	
<b>Funding source 5:</b>	Other - PTO	<b>Funding amount:</b>	\$10,000	
<b>Total Initiative Funding:</b>				

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

	<b>Review frequency:</b>	Quarterly
	<b>Assigned Implementation Team:</b>	
	Heather Woodard	
	Emily Long	
		Diane Herring
<b>Check</b>	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>	
	Formative Assessments	
	Running Records/K-2 assessments	
	Scholastic Reading Inventory	
	EOG	
	Hill RAP assessments	
	IEP goals	
	Success Maker Reports	
	AR/STAR	
	Accuclaim Edit Report (lunch/breakfast)	
	Staff Development Sign-in Sheets for CEU credits	
	Master Schedule	
	Guidance Counselor provides supplies as needed for students	
	Universal Screening (Basic Skill Builders)	
	Scholastic Math Inventory	
	Easy CBM	
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>	
	Formative Assessments	
	Running Records/K-2 assessments	
	Scholastic Reading Inventory	
	EOG	
Hill RAP assessments		
IEP goals		
Success Maker Reports		
AR/STAR		
Accuclaim Edit Report (lunch/breakfast)		
Staff Development Sign-in Sheets for CEU credits		
Master Schedule		
Guidance Counselor provides supplies as needed for students		
Universal Screening (Basic Skill Builders)		
Scholastic Math Inventory		
Easy CBM		
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>	
	<ul style="list-style-type: none"> <li>• Revamped EC, Title One and Specials (PAW) schedules quarterly to provide small group instruction and /or remediation for low achieving students.</li> </ul>	
	<ul style="list-style-type: none"> <li>• More than half of our student population purchase a quality breakfast/lunch everyday</li> </ul>	
	<ul style="list-style-type: none"> <li>• Teachers and/or Guidance Counselor provide needed supplies for student success</li> </ul>	
	<ul style="list-style-type: none"> <li>• Master schedule provides duty free lunch for staff if possible.</li> </ul>	

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>
	<ul style="list-style-type: none"> <li>At this time there are no modifications that need to be added to the strategies.</li> </ul>

### Priority Goal 2 and Associated Strategies

Plan/Do	<b>Area for improvement and supporting data:</b> <i>Not all parents participate in school activities. Teacher working conditions survey states 87% of teachers are satisfied with parent involvement.</i>			
	<b>School Goal 1:</b> <i>Increase parent participation by 10%</i>			
	<b>Supports this district goal:</b>		<i>Carteret County Schools will produce Globally Competitive Students.</i>	
	<b>Target:</b>		97% teacher satisfaction with parent participation	
	<b>Indicator:</b>		Teacher Working Conditions Survey 2012	
	<b>Milestone date:</b>		June 2012	
	<b>Goal 1 Improvement Strategies</b>			
	<b>Strategy 1:</b> <i>Provide a variety of activities for parent involvement</i>		<b>Action steps:</b>	
			1. Classroom activities are planned.	
			2. Family activities are planned by grade level.	
			3. School wide activities are planned.	
	<b>Strategy 2:</b> <i>Provide a variety of times for parent involvement</i>		<b>Action steps:</b>	
			2. Activities are scheduled in the evening.	
			2. Activities are scheduled during the school day.	
			3. Parents are given opportunities to choose their time of involvement.	
	<b>Strategy 3:</b> <i>Communicate opportunities of parent involvement</i>		<b>Action steps:</b>	
			1. School events are posted on school website.	
			2. AlertNow – electronic phone message system.	
3. Teacher made letters and flyers				
		4. In-house televised “upcoming events”		
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Federal Funds	<b>Funding amount:</b>	\$3000	
<b>Funding source 2:</b>	Local district funds	<b>Funding amount:</b>	\$600	
<b>Funding source 3:</b>	Other	<b>Funding amount:</b>	TBA	
<b>Funding source 4:</b>	State funds for at-risk students	<b>Funding amount:</b>	\$.00	

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

<b>Check</b>	<b>Funding source 5:</b>	State funds for EC	<b>Funding amount:</b>	\$.00
	<b>Total Initiative Funding:</b>			
	<b>Review frequency:</b>	Quarterly		
	<b>Assigned Implementation Team:</b>			
	Ann Marie Robinson			
	Michelle McDonald			
	Carlee Harrell			
	<b>We used the following data to determine if we have faithfully and consistently taken the action steps for each strategy:</b>			
Sign in sheets, Parent Conference Reporting forms, Alert Now messages sent, number of events scheduled, time of events scheduled, volunteer hours				
Staff survey created by the Quarterly Review Leadership Team				
<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
Sign in sheets, Parent Conference Reporting forms, Alert Now messages sent, number of events scheduled, time of events scheduled, volunteer hours				
Staff survey created by the Quarterly Review Leadership Team				
<b>Act</b>	<b>After implementing the strategies, the data revealed the following results:</b>			
	<ul style="list-style-type: none"> <li>• All grade levels participate and plan family activities.</li> <li>• School wide activities found to be successful and need to be continued.</li> <li>• Based on survey results it has been found that while evening events have been offered to parents the response to evening events has been poor ( with the exception of school-wide events). There appears to be better parent involvement with daytime events.</li> <li>• Parents are given an opportunity to choose time of involvement with conferences.</li> <li>• Continue to post school events on website and use the Alert Now message system.</li> <li>• Continue in-house televised “upcoming events”</li> </ul>			
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			
	<ul style="list-style-type: none"> <li>• At this time there are no modifications that need to be added to the strategies.</li> </ul>			

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

<b>Priority Goal 3 and Associated Strategies</b>				
<b>Plan/Do</b>	<b>Area for improvement and supporting data: There is a need for professional development to enhance the ability of teachers to meet the needs of all students. (Teacher Working Conditions Survey)</b>			
	<b>School Goal:</b>	<b>Schedule professional development activities to enhance the ability of teachers to meet the needs of all students.</b>		
	<b>Supports this district goal</b>	<b>Carteret County Public Schools will be led by 21<sup>st</sup> Century Professionals.</b>		
	<b>Target:</b>	Provide researched based professional development		
	<b>Indicator:</b>	Sign in sheets and CEU credits		
	<b>Milestone date:</b>	June 2012		
	<b>Goal 3 Improvement Strategies</b>			
	<b>Strategy 1: Train PreK-1 teachers to use Common Core Curriculum</b>	<b>Action steps:</b>		
		1. Provide Training in the Common Core Curriculum		
		2. Begin implementing Common Core strategies		
		3. NC Falcon		
	<b>Strategy 2: Use First School data to drive professional development activities</b>	<b>Action steps:</b>		
		1. Collect classroom data		
		2. Share data with grade levels		
		3. Share data with individual teachers		
	4. Share data school wide with all stakeholders			
	5. Teachers reflect on individual data			
	6. Grade levels determine area of needed professional development			
	7. First School personnel develop a plan to deliver needed professional development			
<b>Strategy 3: Increase teachers' ability to seamlessly incorporate technology instruction</b>	<b>Action steps:</b>			
	1. Introduce teachers to website: Professional Development Repository			
	2. Provide in-house training from teacher experts			
	3. Purchase relevant hardware, software or web access as identified by teachers			
<b>How will we fund these strategies?</b>				
<b>Funding source 1:</b>	Local district funds	<b>Funding amount:</b>	TBD	
<b>Funding source 2:</b>	State funds for exceptional children	<b>Funding amount:</b>	TBD	

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

<b>Funding</b>	<b>Funding source 3:</b>	Federal funds – Title 1	<b>Funding amount:</b>	TBD
	<b>Funding source 4:</b>	Other	<b>Funding amount:</b>	TBD
	<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	TBD
	<b>Total Initiative Funding:</b>		<b>Funding amount:</b>	
<b>Review frequency:</b> Quarterly				
<b>Assigned Implementation Team:</b>				
Laura Chase				
Elana Patton				
Kim Hanson				
<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>				
Staff Development paperwork, and number of lessons taught using technology				
First School Notebook				
School system purchase of Smart Response Clicker System				
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>			
	Staff Development paperwork, and number of lessons taught using technology			
	First School Notebook			
	School system purchase of Smart Response Clicker System			
	<b>After implementing the strategies, the data revealed the following results:</b>			
<ul style="list-style-type: none"> <li>• We are not getting professional development in areas determined by First School data.</li> </ul>				
<b>Act</b>	<ul style="list-style-type: none"> <li>• Training is in progress for Common Core Curriculum</li> <li>• Technology training and purchases are being fulfilled.</li> </ul>			
	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>			
	<ul style="list-style-type: none"> <li>• Professional development in areas identified</li> <li>• Common Core Curriculum needs to be shared with all staff</li> <li>• Continue to work in partnership with First School</li> </ul>			

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

Priority Goal 4 and Associated Strategies			
<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> Indicator: Title One and K-2 reading assessments indicate not all students are reading at grade level at the end of first grade.		
	<b>School Goal:</b>	<b>All students will be reading at grade level when they enter 2<sup>nd</sup> grade.</b>	
	<b>Supports this district goal</b>	<b>Carteret County will produce globally competitive students</b>	
	<b>Target:</b>	90% of students will be on grade level	
	<b>Indicator:</b>	K-2 assessment, Title 1 assessment, Universal Screening(Basic Skill Builders) & Running records	
	<b>Milestone date:</b>	June 2012	
	<b>Goal 4 Improvement Strategies</b>		
	<b>Strategy 1: Notify parents if child is not reading at grade level</b>	<b>Action steps:</b>	
		1. Assess students in reading	
		2. Inform parents of student's progress	
	<b>Strategy 2: Use assessments to monitor students' reading progress</b>	<b>Action steps:</b>	
		1. Assess students in reading	
	2. Track student growth in reading		
	3. Provide teachers with necessary materials to teach reading		
<b>Strategy 3: Teach parents how to work with their children to improve reading.</b>	<b>Action steps:</b>		
	1. Parent training sessions		
	2. Provide supplies to parents so they can work with their children at home		
<b>How will we fund these strategies?</b>			
<b>Funding source 1:</b>	Federal funds – Title 1	<b>Funding amount:</b>	Teacher salary for 3 reading specialist
<b>Funding source 2:</b>	Local District funds	<b>Funding amount:</b>	Assessment materials
<b>Funding source 3:</b>	School general funds	<b>Funding amount:</b>	Supplies for parents to work with their children
<b>Funding source 4:</b>	Local district funds	<b>Funding amount:</b>	Supplies for teachers to teach reading
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	
<b>Total Initiative Funding:</b>		<b>Funding amount:</b>	
<b>Review frequency:</b> Quarterly			

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

	<b>Assigned Implementation Team:</b>
	Diane Herring
	Heather Woodard
	Carlee Harrell
<b>Check</b>	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
	K-2 Reading assessment
	Title 1 Reading assessment
	Universal Screening (Basic Skill Builders)
	Running Records
	Success Maker
	<b>We used the following data to determine whether the strategies helped to achieve the goal:</b>
	K-2 Reading assessment
	Title 1 Reading assessment
	Universal Screening (Basic Skill Builders)
	Running Records
Success Maker	
	<b>After implementing the strategies, the data revealed the following results:</b>
	<ul style="list-style-type: none"> <li>At the beginning of first grade 57% of students were on or above grade level (3/4).</li> <li>At the end of the 1<sup>st</sup> nine weeks 51% were on grade level (5/6).</li> <li>At the end of the 2<sup>nd</sup> nine weeks 59% of the students are on grade level (9/10 or above).</li> <li>At the end of the 3<sup>rd</sup> nine weeks 85% of the students were on or above grade level.</li> <li>At the end of the year 84% of the students were on or above grade level.</li> </ul>
<b>Act</b>	<b>Based upon identified results, the following modifications (if any) to the strategies are necessary for success:</b>
	<ul style="list-style-type: none"> <li>We will continue our current strategies.</li> </ul>

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

Title I School-wide Compliance Review and Plan							
<p>A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (<i>Section 1114(b) of Title I</i>). Each required component is described below, with an explanation of how each contributes to the creation of a successful school-wide program. The goals and strategies you've already developed may fulfill many of these requirements.</p>							
<p><b>School-wide reform strategies:</b> 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.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>	X	X	X	X		
	<b>Strategy 2</b>	X	X	X	X		
	<b>Strategy 3</b>		X	X	X		
<p>Our school is addressing the need for school-wide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p>							
<p><b>Instruction by highly qualified teachers:</b> 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.</p>							
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>	
	<b>Strategy 1</b>						
	<b>Strategy 2</b>						
	<b>Strategy 3</b>						
<p>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:</p>							

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

100% of all employees are highly qualified. When additional staff is added, they will be highly qualified as a requirement of employment.

**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.

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

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

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:

Bogue Sound Elementary School is a school of Distinction with Growth. Our status helps retain a quality staff.

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

<b>Strategies to increase parental involvement:</b> 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.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	<b>Strategy 1</b>		X		X		
	<b>Strategy 2</b>		X		X		
	<b>Strategy 3</b>		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:							
<b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:</b> 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.							
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
	<b>Strategy 1</b>	X	X	X			
	<b>Strategy 2</b>	X	X	X			
	<b>Strategy 3</b>		X	X			
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:							
The More at Four PreK program at Bogue Sound Elementary School serves at risk 4 year olds. A transition plan to help the students become successful kindergarten students is in place.							

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

**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.

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

--

**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.

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

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

--

# Bogue Sound Elementary School

## School Improvement Plan 2010-2012

### 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 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>	X	X	X	X	
	<b>Strategy 2</b>	X	X		X	
	<b>Strategy 3</b>		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:						