

Glenn C. Marlow Elementary School



Continuous School Improvement Plan 2017-2018

To Be Submitted to HCPS Board of Education Monday, October 9th, 2017

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School Improvement Team Members Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following initiatives.


- Henderson County Public Schools Strategic Plan
- NC READY Accountability Model
- SACS/ CASI School and District Accreditation Standards
- No Child Left Behind Act

The following are members of the School Improvement Team as specified by legislation:

Team Member	Position	Team Member	Position
John E. Hart III	Principal	Beth Spray	IA
N/A	Lead Teacher	Lindsay Davis	Counselor
Dina Waxman	Media	Sheri Todd	EC
Kelli Queen	K Teacher	Megan Sanchez	IC
Tara Dale	1 st Teacher		
Stephanie English	2 nd Teacher		
Rachel Ems	3 rd Teacher		
Karen Whiting	4 th Teacher		
Jessica Hudgins	5 th Teacher		
Susan Phillis	Reading Teacher		
TBA	Title 1 Parent		
Sheena Greiner	1 st Teacher/ PBIS Chair		

Members of the School Improvement Team were elected by their representative groups on August 17th, 2017.

The School Improvement Plan was approved by secret ballot vote on September 27, 2017


 Principal

9/29/17
 Date


 School Improvement Chair

9-29-17
 Date


 School Improvement Secretary

9/29/17
 Date

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Guiding Principle: The success of a child is the result of a collaborative partnership of school, child, parent and community.

Henderson County Public Schools Core Values

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high-quality instruction.
- We value the pursuit of excellence.

Glenn C. Marlow Elementary School Mission Statement

Glenn C. Marlow Elementary School will provide each student the opportunity to learn and the encouragement to succeed in an engaging and safe environment. In partnership with family and community, we respect the individual and nurture the potential of each child.

Glenn C. Marlow School Beliefs (Core Values)

*Every child has the potential to learn. Every child can succeed.

*School is a safe, nurturing and comfortable environment.

*Each child is a valued individual and will be embraced and accepted regardless of cultural differences, beliefs, attitudes, or abilities.

*Teachers, staff, administrators, parents, students, and community members share in the responsibility for providing a supportive learning environment within our school.

*Commitment to continuous improvement empowers students to become confident, self-directed, lifelong learners.

Glenn C. Marlow Elementary School Vision:

Each child will achieve success.

GOALS FOR 2017-2018

The following agreed upon goals will support our vision for student success.

Goal 1. Glenn C. Marlow Elementary School will meet all AMO's (Annual Measurable Objectives) and will receive the highest school designation determined by the NC READY model.

Goal 2. Glenn C. Marlow Elementary School will provide a caring and nurturing learning environment as indicated by a 5% improvement in our parent, student, teacher survey responses.

Goal 3. Glenn C. Marlow Elementary School will provide a safe learning environment as indicated by a 5% increase in safety measures utilized by all faculty, staff and students.

School Profile Narrative Summary



Glenn C. Marlow Elementary School serves students in the Pre-K through fifth grade years and is located in the northern part of Henderson County. Marlow is fortunate to have strong support from parents and the surrounding community as evidenced by the active PTO as well as ongoing business partnerships. Our namesake, Mr. Glenn Marlow, stood for student-centered education with a strong emphasis on citizenship. Our school respects his legacy by embracing a set of core values we call the “Marlow High Five.” We expect all members of our school community to be responsible, respectful, kind, safe and mindful.

After an off-site work session in July 2010, our School Improvement Team (SIT) agreed upon a new vision statement – Each child will achieve success. You will find that statement posted in every classroom, and hear it communicated often. As we brainstormed goals for the School Improvement Plan (SIP), we examined multiple data sources. These sources included: State and Local Assessment data, NSSE survey data, NC Teacher Working Conditions Survey, Glenn Marlow School discipline data, Glenn Marlow School accident and safety data, school retention data, and anecdotal data reported from SIT observations. Our goals reflect three categories: academic excellence, increased school safety, and providing a nurturing learning environment.

After identifying and reaching consensus on our goals, the SIT members worked to develop measurable objectives and subsequent strategies to help us achieve our goals. Academically, we want to **achieve** an End of Grade performance composite at or above 85.0%. Our school wide focus will be on differentiation of instruction and enrichment. We will seek instructional strategies to reach our highest achieving students while continuing to implement a more efficient Tier process that supports our struggling students. Our updated plan focuses on tracking student growth using EVAAS, benchmark assessments, Reading 3D, and CBM data to progress monitor. We provide a nurturing learning environment and implement strategies that embrace the philosophy of PBIS. We teach students expected behaviors across multiple settings, and reward students when they meet those expectations. We strictly enforce existing rules and procedures for school safety such as visitor sign-in and quick and effective response to emergencies and safety drills, all providing a safe and secure campus.

School Improvement Plan for 2017-2018

Goal 1: Glenn C. Marlow Elementary School will meet all AMO’s (Annual Measurable Objectives), and will receive the highest school designation as determined by the new NC READY model.

[Alignment to HCPS Strategic Plan: 1A, 1B, 1C, 2A, 2B]

[Alignment to AdvancedED Standards: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.11, and 5.2]

[Alignment to HCPS Strategic Technology Plan: SP1, SP2, SP3, SP4, and SP5]

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
1. Achieve reading proficiency at or above 85%.	<p>1. With common planning time and scheduled PLCs , teachers will vertically and horizontally collaborate to design/implement effective instructional strategies, emphasizing attention to student data to facilitate high rigor and instruction.</p> <p>2. Specific research-based instructional strategies will be implemented by all teachers across content areas: [A. Previewing of instructional content B. Summarizing core content C. Exposure to content vocabulary in context D. Emphasis on informational text/ writing]</p> <p>3. Provide specific, research-based reading instruction to at-risk students K-5. [Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension]</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Reading 3D Assessment results and Progress Monitoring K-5 Reading Benchmark Assessment results CBM (Curriculum Based Measures) Grades 3-5 Reading EOG results <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Evidence of implementation of research-based strategies [student work, walkthrough results, teacher observation, student growth/ data Reading 3D PM Instructional monitoring 	<p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Daily (TL) Weekly (GL) Quarterly (SL) Annually (E) 	<ul style="list-style-type: none"> Continued grade level support of Learning Focused ® Strategies Specific reading training and instructional strategies will be shared during professional learning sessions (early dismissal days, required teacher workdays, grade level/ staff meetings) 	<ul style="list-style-type: none"> Designated school calendar days for professional learning Collaborative vertical and horizontal planning time allocated in instructional days Instructional assistants Trained reading tutors and support personnel

8/24/2018

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation, including interim & final	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
<p>2. Achieve math proficiency at or above 92%.</p>	<p>1. With common planning time and bi-monthly PLCs, teachers will vertically and horizontally collaborate to design/implement effective instructional strategies, emphasizing attention to student data to facilitate high rigor and instruction.</p> <p>2. Implement a variety of instructional strategies to develop number sense, problem solving, and application skills, emphasizing student thinking through writing.</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • K-5 Math Benchmark Assessment results • K-2 Math Assessments • Grades 3-5 Math EOG results • Student Writing Samples • Curriculum Based Measures <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Evidence of implementation of research-based strategies [student work, walkthrough results, teacher observation, student growth/data] • Instructional monitoring 	<p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Daily (TL) • Weekly (GL) • Quarterly (SL) • Annually (E) 	<ul style="list-style-type: none"> • Support for the continued transition to the new math curriculum 	<ul style="list-style-type: none"> • DPI materials • Instructional Coach • Time allocated in instructional day. • K-5 assessment documents • Designated school calendar days for professional learning • Collaborative vertical and horizontal planning time allocated in instructional days

School Improvement Plan for 2017-2018

Goal 2: Glenn C. Marlow Elementary School will provide a caring and nurturing learning environment as indicated by a 5% improvement in our parent, student, and teacher survey responses.

[Alignment to HCPS Strategic Plan: 3A, 3B]

[Alignment to AdvancedED Standards: 1.2, 2.4, 3.8, 4.6, and 5.5]

[Alignment to HCPS Strategic Technology Plan: SP1, SP4, and SP5]

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation	Professional Learning Needed to Support Strategy	Resources Required/Budgeted
1. Staff members will recognize student positive behaviors with 'Gotcha' tickets at a rate of 300 per week.	<ol style="list-style-type: none"> 1. Recognize students displaying the Marlow 'High 5" 2. Explicit teaching of "High 5" and PBIS expectation to grade level students. 3. Support group and explicit PBIS instruction for students new to Marlow. 	<ul style="list-style-type: none"> • Discipline data from PBIS Behavior Chart • Monitor frequency of Gotcha tickets distributed each week across grade levels. 	<ul style="list-style-type: none"> • Monthly • Annually 	<ul style="list-style-type: none"> • PBIS committee will provide training for staff. 	<ul style="list-style-type: none"> • PBIS lesson plans
Parent communication will be in the top 5 most favorable categories in the AdvancedEd survey completed by parents	<ol style="list-style-type: none"> 1. Teachers will make parent contacts before student performance starts dropping 2. The "Marlow Monday Message" will go out to all parents, informing them of upcoming news and events 3. Teachers will update websites and send home weekly updates to inform parents of upcoming news and events. 	<ul style="list-style-type: none"> • Parent contact logs • SchoolMessenger reports • AdvancedEd survey results 	<ul style="list-style-type: none"> • Weekly • Monthly • Quarterly • Annually 	<ul style="list-style-type: none"> • Google Website training • SchoolMessenger training 	Parent/Teacher

School Improvement Plan for 2017-2018

Goal 3: Glenn C. Marlow Elementary School will provide a safe, orderly learning environment as indicated by a 5% increase in the safety measures utilized by all faculty, staff and students.

[Alignment to HCPS Strategic Plan: 3A, 3B]

[Alignment to AdvancedED Standards: 1.1, 2.5, 4.1, 4.3, 4.6, and 4.7]

[Alignment to HCPS Strategic Technology Plan: SP4 and SP5]

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
1. 100% of visitors will comply with sign in procedures.	1. Utilizing visitor entry system. 2. Post signage in Spanish. 3. All staff will follow established procedures for acknowledging visitors in the building. 4. No "grass" pick up or drop off.	<ul style="list-style-type: none"> • Monthly data • Sign-in sheets • AM parent staffing for visitor sign-in • AM/PM staffing of student drop off/pick up areas 	<ul style="list-style-type: none"> • Monthly • Annually 	Staff meetings	<ul style="list-style-type: none"> • Capital Outlay Funds
2. One of every four staff members will receive additional training in how to handle critical incidents and school safety.	1. CPR/First Aid/ AED/CPI certification for selected staff members so that we have qualified responders in case of emergencies. 2. Epi-pen training for staff members who teach students with severe allergies. Additional training for staff members on Epi-Pen use when the person has an undiagnosed allergy. 3. Diabetes training for staff members who work with students having diabetes care plan.	<ul style="list-style-type: none"> • Posted lists of trained staff including up-to-date trained staff labels on emergency flip charts. • School accident report log. Health care plan logs.	Ongoing documentation of medical emergencies and/or accidents as well as care plan management.	Red Cross CPR, AED and First Aid Instruction. Epi-Pen training from qualified medical staff. Health care plan training from qualified medical staff.	<ul style="list-style-type: none"> • Professional learning time • School Nurse • Grade Level radios Annual AED maintenance

8/24/2018

Measurable Objective	Strategy	Progress Monitoring	Timeline of Evaluation	Professional Learning Needed to Support Strategy	Resources Required/ Budgeted
<p>3. All staff will follow the Henderson County Emergency Procedures Guide for Safe Schools.</p>	<ol style="list-style-type: none"> 1. Participate in school-wide review of all drills and practice the emergency procedures with fidelity. 2. Complete School Safety Assessment Inventory and address any deficiencies or areas of concern. 	<ul style="list-style-type: none"> • Document emergency practice procedures • Checklist for the safe and orderly assessments • Monthly fire drills & monthly inspection reports • Yearly tornado and coded drills • Safe schools report 	<p><i>Teacher Outcomes:</i></p> <ul style="list-style-type: none"> • Daily • Weekly • Monthly • Quarterly • Annually 	<ul style="list-style-type: none"> • Nurse Training at beginning of school year • Videos • Mock dismissal • Mock Drills • School Safety Inventory • Training in the new electronic door access system 	<ul style="list-style-type: none"> • Videos • Critical Incident Box • Emergency Procedure flip chart • Walkie-Talkies • Door Buzz-In System

School Improvement Plan for 2017-2018

Duty Free Planning Time

North Carolina G.S. 115C-301.1 and G.S. 115C-105.27 establish a goal of five hours of planning time for full-time, assigned classroom teachers in grades K-12. Like elementary schools across the state, Glenn Marlow struggles to provide minimal planning time for certified staff. Additional staffing would make planning time and scheduling more feasible. For example, a lead teacher, additional instructional assistants, a full-time media assistant, full-time art **and** music teachers, and a foreign language teacher would make for more equitable scheduling. In the 2017-2018 school years, all grade level teams and specialists have duty free/protected planning time. Further, all teachers have some additional planning time after school, but often that must be dedicated to parent conferences, staff meetings, committee meetings, and IEP meetings. Glenn C. Marlow Elementary teachers work extremely hard and make the best of their limited planning time; it is hard for them to imagine the 90-minute daily blocks afforded to middle and high school teachers. Increasing the district budget for staffing would help our school to schedule additional planning time for certified staff.

Duty Free Lunch

Our response to the decision was made by our SIT to continue using our non-certified staff as **instructional** assistants. It is the responsibility of the classroom teacher to actively supervise his/her class at lunch.

Building-Level Waiver Request

Date: 2017-2018

School: Glenn Marlow Elementary

LEA Number: 450

School Number: 339

Building Level Waiver Information

Please insert the waiver you are requesting. (State Request)

We are requesting the flexibility to transfer state textbook funds to purchase textbooks off the state adoption list for textbooks that are currently in use, but are no longer available in the state textbook warehouse, or for courses for which there is no textbook on the state-approved textbook list.

Identify the law, regulation or policy from which you are seeking an exemption.

General Statute 115c-105.25 Budget Flexibility – allow the transfer of state funds allotted for textbooks to classroom instructional materials and supplies.

Please state how the waiver will be used.

Currently, many textbooks are in use, but are no longer available through the state textbook warehouse; therefore, the need to purchase these texts from other vendors. We also request the flexibility to purchase textbooks off the state-approved list for courses in which no state-approved textbook exists.

Please state how the waiver will promote achievement of performance goals.

All students will have equal access to instructional texts.


Principal's Signature

9/27/17
Date


School Improvement Chair's Signature

9-29-17
Date

Title I Targeted Assistance Plan

School Reform Strategies - After thorough analysis of the data and the completion of the needs assessment, Glenn C. Marlow Elementary School implements school wide reform strategies that address the identified needs. The strategies provide opportunities for all children to meet North Carolina’s proficient and advanced levels of student achievement. While addressing the needs of all children in the school, the strategies particularly address the needs of low-achieving children and those at risk of not meeting the student academic achievement standards. The strategies also increase the quality and quantity of instruction based upon scientifically based research. The following research based reform strategies are being implemented in our school:

Yes or No	Strategy	Yes or No	Strategy
Yes	Learning-Focused® Schools Model	Yes	Systematic, sequential phonics program – Fountas & Pinnell
Yes	HCPS Reading Curriculum Calendars	Yes	Building Blocks® Balanced Literacy model
Yes	HCPS Math Curriculum Calendars	Yes	Four Blocks® Balanced Literacy model
Yes	Thinking Maps®	Yes	Junior Great Books®/Shared Inquiry
Yes	Write . . . from the Beginning® writing program	Yes	Brain Gym®
Yes	SIOP strategies	Yes	Susan Zimmerman 7 Keys to Comprehension
Yes	North Carolina Standards	Yes	Guided Reading

Instruction by Highly Qualified Teachers - All teachers at Glenn C. Marlow Elementary School hold a minimum of a bachelor’s degree. They have obtained full North Carolina certification as a teacher or passed the North Carolina teacher licensing examination and hold a license to teach in North Carolina. Many teachers hold advanced degrees/Master’s and National Board Certification. All newly hired teachers will meet the requirements of the No Child Left Behind Act of 2001. Principal attests annually, in writing, as to whether the school is in compliance with the requirements of NCLB relating to qualifications for teachers. Highly qualified teachers *directly* supervise tutors and paraprofessionals.

High Quality and Ongoing Professional Development - High quality and ongoing professional learning opportunities are provided for teachers, principals, and paraprofessionals and, if appropriate, pupil service personnel and other staff to enable all children to meet the North Carolina’s student academic achievement standards. The professional learning opportunities are tailored to meet the needs of all students and teachers as identified in the needs assessment. The professional learning opportunities improve and increase teachers’ knowledge of the academic subjects they teach. They are also high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom. Some professional learning opportunities are being continued to include new

teachers and some are new initiatives for all teachers. The professional learning opportunities that our teachers are participating in are:

Yes or No	Strategy	Yes or No	Strategy
Yes	Learning-Focused® Strategies	Yes	Thinking Maps® training
Yes	Building Blocks®	Yes	Curriculum Based Measurement Training
Yes	Four Blocks®	Yes	Brain Gym® training
Yes	Reading Recovery®	Yes	Letterland Training
Yes	Junior Great Books® Shared Inquiry training	Yes	Reading Foundations training
Yes	Write . . . From the Beginning® training	Yes	Effective Features of Writing training
Yes	SIOP training	Yes	Susan Zimmerman 7 Keys to Comprehension
Yes	Writer's Workshop training	Yes	Social Skills Training
Yes	Technology training	(blank cell)	(blank cell)

Glenn C. Marlow Elementary School has an instructional coach who facilitates identified professional learning opportunities and provides follow-up in the forms of support, modeling, coaching and mentoring.

Student Selection Process- Glenn C. Marlow Elementary School selects “eligible children” by identifying those who are “failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards”. This determination is based on multiple, educationally related objective criteria. Children through the second grade are chosen on the basis of the judgment of the teachers and other developmentally appropriate measures. Certain groups of children are automatically eligible for services. These children are: any child who participated in Head Start, Even Start, the Early Reading First program or Title I preschool services at any time within the previous two years; any child attending a community day program or living in a state or local institution for neglected or delinquent children; any student served in the previous two years under the Migrant Education Program; and any child who is homeless.

The criteria used to select children are:

Yes or No	Strategy	Yes or No	Strategy
Yes	Reading 3D - Dibels	Yes	mClass – TRC Levels
Yes	Number of letters/sounds known	Yes	Phonemic Awareness
Yes	Teacher Recommendation	Yes	Class Rank
Yes	Reading Ability	Yes	Previous Title I Services
Yes	Curriculum Based Measurements	Yes	HCPS Writing Rubric

Strategies to Increase Parental Involvement – Glenn C. Marlow Elementary School recognizes the value of parental involvement in their child’s success. We strongly encourage parents to be involved in **all** school activities. We utilize a written parent involvement policy that is revised annually with input from our stakeholders. We also revise annually our Home/School Compact, which is distributed to all families at the beginning of each school year. Some additional strategies used to increase parental involvement are:

Yes or No	Strategy	Yes or No	Strategy
Yes	Promoting a climate and philosophy that values parental involvement	Yes	Including parents of all backgrounds/cultures on our School Improvement Team
Yes	Written reminders to parents of Title I students to keep them informed of upcoming opportunities, meetings, etc.	Yes	Surveying parents to determine preferences for times and topics for workshops, meetings, and other useful gatherings
Yes	Utilizing Alert Now, a computerized phone system, to contact parents	Yes	Convening an annual public meeting to explain Title I services
Yes	Having a Spanish/English interpreter at parent activities (if needed)	Yes	Explaining the state standards and assessments
Yes	Offering childcare for parent training sessions (if needed)	Yes	Distributing topic-relevant newsletters
Yes	Conducting Family Training/Learning Night sessions. Topics are aligned to our SIP and needs/interests of families.	Yes	Providing refreshments at parent involvement activities
Yes	Conducting parent-teacher conferences with each family	Yes	Sending home appropriate activities to complete and books to read during the summer months (JumpStart program)
Yes	Partnering with Public Library	Yes	Partnering with School Book Fair

Preschool Transition Activities –We know that early intervention is critical to academic success. We emphasize and focus on building and implementing effective transitional strategies to promote a positive transition from pre-K to kindergarten classrooms. Our kindergarten teachers have worked with local childcare providers, parents and community leaders to develop a Kindergarten Transition Plan. Some of the goals and strategies included within the plan are:

Yes or No	Strategy	Yes or No	Strategy
Yes	Increasing the percentage of students registering during the three day kindergarten registration process	Yes	Inviting incoming parents to the May PTO meeting with “newcomer” parents partnering with current parents

Yes or No	Strategy	Yes or No	Strategy
Yes	Providing parents with literature and trade books about kindergarten	Yes	Provide a Web link on the school website to promote kindergarten readiness
Yes	Participating in the annual Kindergarten Readiness Rally held at the local mall	Yes	Providing kindergarten orientation with preschool children and teachers visiting kindergarten classes
Yes	Informing the school nurse ASAP regarding student health problems	Yes	Scheduling a "Meet the Teacher" event prior to the beginning of school
Yes	Sharing behavior intervention information between schools	Yes	Arranging two-way visits between preschools/ daycares and kindergarten classrooms

Activities for Children Experiencing Difficulty - Procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance. In many schools, a School Intervention Committee meets early in the school year to discuss student performance and learning needs. This committee determines which students will need interventions. They make future plans and appropriate referrals for each struggling student. They ensure that no child "falls through the cracks". Students are provided with myriad of opportunities for additional assistance/programs. These include:

Yes or No	Strategy	Yes or No	Strategy
Yes	Collaboration between teachers and specialists	Yes	Psychological assessments
Yes	Differentiated assignments	Yes	Speech and language therapy
Yes	Reading Recovery® Title I Services for identified 1 st grade students	Yes	Assessment by/consultation with the school nurse
Yes	Tier Team referrals/interventions	Yes	Appropriate accommodations (Section 504)
Yes	Vision, hearing, and dental screenings	Yes	Incentives for attendance, academic achievement, and good behavior
Yes	Homebound instruction provided by a certified teacher, when needed	Yes	Positive Behavior Intervention and Support System (PBIS)
Yes	Classroom modifications	Yes	One-on-one literacy tutoring
Yes	ESL instruction	Yes	Small group Title I literacy instruction
Yes	Small group literacy instruction	Yes	Peer tutoring
Yes	Big Brother/Sister mentors	Yes	Small group math instruction
Yes	Title I extended year literacy program - JumpStart	Yes	Counseling services

Yes or No	Strategy	Yes or No	Strategy
Yes	Exceptional Children's program consideration and placement	Yes	After school and or before school tutoring/homework assistance programs

Coordination and Integration of Federal, State, and Local Services --In Glenn C. Marlow Elementary School, all federal, state and local services are coordinated. Funding sources are blended to ensure that all children have significant opportunities for quality learning and academic success. We assess the needs of students and design appropriate personal educational plans for those who need additional support. All personnel funded from various sources are utilized to promote student learning and success. Funds from all sources are used to purchase needed supplies and materials to meet the needs of our students. Personnel from all funding sources serve on school level Tier teams. We also blend funds to maximize professional learning opportunities for all school staff and parent involvement activities for all families. We view the SIP as a working document and all available resources are utilized to implement our SIP.

Resources Used in Programs -Resources under Title I, Part A and other federal, state, and local government funds and local organizations are used to implement our school wide programs. All funds are combined to address the ten components of the school wide plans to ensure that all students reach, at a minimum, proficiency on the challenging North Carolina academic standards and the Henderson County academic assessments. Title I funds do not supplant activities that are funded from state and local sources. Resources include, but may not be limited to:

Yes or No	Strategy	Yes or No	Strategy
Yes	Federal Even Start-Title I, Part B	Yes	Federal Professional Development funds-Title II, Part A
Yes	Federal Migrant-Title I, Part C	Yes	Federal and state Exceptional Children's funds
Yes	State remediation funds	Yes	State accountability funds
Yes	State LEP funds	Yes	Eblen Foundation funds
Yes	Local civic clubs' grants: Elks, Kiwanis, Lions, Rotary	Yes	Henderson County Community Foundation grants
Yes	Local law enforcement funds	Yes	Local business partnerships
Yes	Henderson County Public Schools Education Foundation grants	Yes	American Heart Association, Jump Rope for Heart program
Yes	United Way of Henderson County	Yes	Partnership for Health
Yes	Henderson County Health Department	Yes	Local faith-based funds
Yes	Local PTA/PTO funds	Yes	Private donors
Yes	Town of Fletcher funds	Yes	Exxon Grants

Yes or No	Strategy	Yes or No	Strategy
Yes	DARE, drug resistance education program	Yes	Hospice-Heartsongs program
Yes	Henderson County Parks and Recreation funds	Yes	Young Leaders Camp
Yes	Tobacco Free for Life program	Yes	Johnson Farm Educational site and programs
Yes	Bullington Horticulture site and programs	Yes	4-H programs
Yes	Healing Place	Yes	Soil and Water Conservation program
Yes	Henderson County Recycling program	Yes	Boy and Girl scouting programs
Yes	WCU partnership Grant	(blank cell)	(blank cell)