

SIP Form Guidelines



ROCK HILL
Schools
YORK COUNTY DISTRICT THREE

Principal

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Assurances

The school improvement plan, or annual update of the school improvement plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with ACT 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Bob Norwood		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Lynn P. Moody, Ed.D.		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

STAKEHOLDER INVOLVEMENT FOR SCHOOL IMPROVEMENT PLAN

List the name of persons who were involved in the development of the school improvement plan. A participant for each numbered category is required:

<i>Position</i>	<i>Name</i>
1. PRINCIPAL	
2. TEACHER	
3. PARENT/GUARDIAN	
4. COMMUNITY MEMBER	
5. SCHOOL IMPROVEMENT COUNCIL	
OTHERS * <i>(May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)</i>	

*REMINDER : If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Reviewed By: _____
Principal

Date _____

Address:

Address:

Telephone:

Email address:

ASSURANCES FOR SCHOOL PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

- Academic Assistance, PreK-3** The school/district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Reference Section:

- Academic Assistance, Grades 4-12** The school/district makes special efforts to assist children in grades 4--12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Reference Section:

- Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Reference Section:

- Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
Reference Section:

- Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. (Additional technology assurances for **districts** follow the Act 135 assurances)
Reference Section:

- Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

- Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0-5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

- Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

- Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- Half-Day Child Development** The school/district provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- Best Practices in Grades K-3** The school/district provides in grades K-3 curricular and instructional approaches that are known to be effective in the K-3 setting.
- Developmentally Appropriate Curriculum for PreK-3** The school/district ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0-5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
- The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6-12, and STW concepts are a part of the developmentally appropriate curriculum for K-12.

Lynn P. Moody, Ed.D.
 Superintendent's Printed Name
 (for district and school plans)

 Superintendent's Signature

 Date

 Principal's Printed Name

 Principal's Signature

 Date

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Section I

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS
(Mandated Component)

- A. The academic needs of the students have been determined through a balanced assessment program that includes, PASS, MAP, HSAP, End of Course Tests, common summative assessment, and common classroom formative assessments. The assessment findings indicate that an achievement gap exists between certain subgroups within schools. When compared to our white population, African American, Hispanic, Special Education, FARM students consistently are achieving at significantly lower rates. The School Improvement Plan addresses the need to close that achievement gap. The plan is designed to bring our entire student up to standard thus reducing the achievement gap by the 2014 school year. (Student Performance and Teacher Quality)
- B. In addition to closing the achievement gap, the School Improvement Plan addresses performance on the State Assessments (PASS). The first and foremost goal is to lift the level of student achievement so that Annual Yearly Progress will be met. Secondly, the absolute rating will be lifted above its current level. Finally, the improvement rating will also show an increase. Those goals will be achieved through a carefully designed plan implementing researched best practices, strategies and activities. As the mission statement clearly states, all of these practices, strategies, and activities must fully engage the students. Professional growth opportunities are outlined and will be developed to ensure the fidelity of implementation. (Teacher Quality, Student Performance and Professional Development)
- C. To ensure the commitment to developing “whole child”, the school reviewed and applied “The Climb” as the performance rubric. Each of the four pathways, Shared Vision and Beliefs, Future Focus, Nurturing Environment, and Quality Work Design and Delivery were delineated, reviewed and assessed by the staff. Both strengths and weaknesses were determined according to the Pathway Element Rubric. Those critical elements receiving high marks were noted and celebrated. The critical elements receiving lower marks were closely examined and evaluated. Specific steps were taken to increase student, teacher and school performance in each of those specific elements. (School Climate and Professional Development)
- D. At the direction of the Superintendent, all schools devote time and energy in their school improvement plan to develop a strategic plan to insure the physical, emotional, and intellectual safety of each child in the schools. Again, the Nurturing Environment Pathway Element Rubric was the standard by which the need was determined. Clear and direct plans to ensure the physical, emotional, and intellectual safety of each child was addressed in the school improvement plan. (Teacher Quality, Student Performance, Professional Development, School Climate)

Section II

Goals

Date:

Goal Area:	Pathway-Element:
Goal Leader:	Description:
Goal Name:	
Statement of Need: A. B. C. D.	Objectives: A. B. C. D.

How will we communicate the plan?
Internally:
Externally:

Action Steps/Strategies	Need A,B, C,D	Implementation		Monitoring			Completion	
		Team Members	Resources/Staff Development Needed	Person(s) Responsible	Evidence <i>(How will we know it is working?)</i>	Reporting Timeframe	Target Date	Comp Date
1.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D							
2.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D							
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