

School Name: PEARCE ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Our mission is to utilize the strengths of staff, families and community to challenge each student to surpass one year's growth while maximizing his/her academic, social and physical potential.

School's Vision Statement:

In providing a safe and diverse learning atmosphere, we at E.P. Pearce Elementary School strive to stimulate the "whole child" in a journey of learning.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

According to 2007-2008 benchmark data, 80% of our current third graders are projected to be proficient in mathematics and 99% of our current third graders are projected to be proficient in reading.

According to 2007-2008 benchmark data, 89% of our current fourth graders are projected to be proficient in mathematics and 97% of our current fourth graders are projected to be proficient in reading.

According to 2007-2008 benchmark data, 90% of our current fifth graders are projected to be proficient in mathematics and 93% of our current fifth graders are projected to be proficient in reading.

According to 2007-2008 benchmark data, 86% of our third, fourth and fifth graders overall are projected to be proficient in mathematics and 96% of our current third, fourth and fifth graders overall are projected to be proficient in reading.

According to 2007-2008 benchmark data, 90% of our current free and reduced lunch students are projected to be proficient in mathematics and 96% of our current free and reduced lunch students are projected to be proficient in reading.

According to 2007-2008 benchmark data, 88% of our current White student population is projected to be proficient in mathematics and 96% of our current White student population is projected to be proficient in reading.

According to 2007-2008 benchmark data 67% of our current Exceptional Children population is projected to be proficient in mathematics and 78% of our current Exceptional Children population is projected to be proficient in reading.

Goal Summary Page

Goal 1

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By the end of the 2010-2011 school year, our K-5 students overall, will increase proficiency in mathematics by 4% from 92% to 96% as determined by assessment and EOG data.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By the end of the 2009-2010 school year, grades K-5, SWD students will increase proficiency in mathematics by 3% from 80% to 83%

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

We will implement an I/E and inclusion block model with our SWD students to close the achievement gap between SWD and overall student population.

Goal 2

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By the end of the 2010-2011 school year, our K-5 students overall, will increase proficiency in reading by 6% from 85% to 91% as determined by assessment and EOG data.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By the end of the 2009-2010 school year, grades K-5 SWD students will increase proficiency in reading by 4% from 68.3% to 72.3% as determined by DRA/QRI and EOG data.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

We will implement an I/E and inclusion block model with our SWD students to close the achievement gap between SWD and overall student population.

Goal 3

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

#REF!

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

#REF!

Supporting Data for SMART GOAL: See Goal 3 Data Tab

Key Strategy:

#REF!

Goals, Strategies, Monitoring and Budget

GOAL 1

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By the end of the 2010-2011 school year, our K-5 students overall, will increase proficiency in mathematics by 4% from 92% to 96% as determined by assessment and EOG data.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By the end of the 2009-2010 school year, grades K-5, SWD students will increase proficiency in mathematics by 3% from 80% to 83%

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN GOAL 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</p>	<p>1. What does the data tell us? The data shows that our K-2 Students with Disabilities (SWD) population is 24% below the overall population in math. The data also shows that our 3-5 SWD population is 14% below the overall 2. Not tell us? n/a</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>3. Celebration(s)? Met 17 of 17 AYP targets for 08-09; school of high growth; SWD students have grown from 67% proficient in 07-08 to 80% proficient in 08-09 in grades 3-5. 4. OFIs? OFIs: Opportunities For Improvement Increase proficiency of our SWD population from 80% to 83%.</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement</p>
Plan	Identify Key Strategy (Approach)	We will implement an I/E and inclusion block model with our SWD students to close the achievement gap between SWD and overall student population.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Administration; SWD teachers; Cooperating classroom teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	curriculum maps; pacing guides; math initiative materials; manipulatives; specialist tutors			

Plan	Resources Needed during the current quarter	Additional money to purchase hands-on materials for centers/stations and daytime tutoring.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Working with Power Objectives- Lillie Tucker; Quartely Planning Day			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Curriculum nights;Boys Reading Club; General/Board PTA meetings;Leadership meetings; Pearce Palooza; AL parent night			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A. We will use classroom walk-throughs and observations. B.Results from math benchmarks along with classroom performance task will be analyzed. C.We will closely examine our Pearce data sheet.	A. B. C.	A. B. C.	A. B. C.
Act/Plan	Target Goal Met?		<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Create a watch-list of students currently performing below grade level.	CF	EOG Data	Sept. 01
#2	All PEP's completed for all current level 1 and 2 and EC students to target individualize strategies.	Administration, CF	PEP's; 1st quarter Benchmark	Oct. 23
#3	Grade levels will utilize 9 week plans to teach specific objectives and learning activities for students. These maps will be used as a guide for lesson planning for classroom teachers. They will be shared with SWD, AL, and Specialists to help make connections across the curriculum.	Teachers, CF, & Admin	9 week math plans & daily lesson pl	Oct.23
#4	Departmentalization in grades 3-5 math will continue to be utilized to strengthen learning stations, math initiative, and to utilize math toolbox.	Teachers, Admin, CF	Quarterly math benchmark data and	On-going
#5	Implement the use of I/E times for grades K-5	Teachers, CF and Admin.	quarterly assessments and	Oct. 23
#6	Implement the use of Inclusion with targeted groups of SWD students.	Classroom & SWD teachers, Admin	quarterly assessments and benchmarks	Oct. 23
#7	Monitor student achievement data and used the results to evaluate the effectiveness of the improvement strategies.	Teachers, CF and Admin.	quarterly assessments and benchmarks	Oct. 23
#8				
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#6				
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#8				
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#10				

Goal 1 Data Worksheet

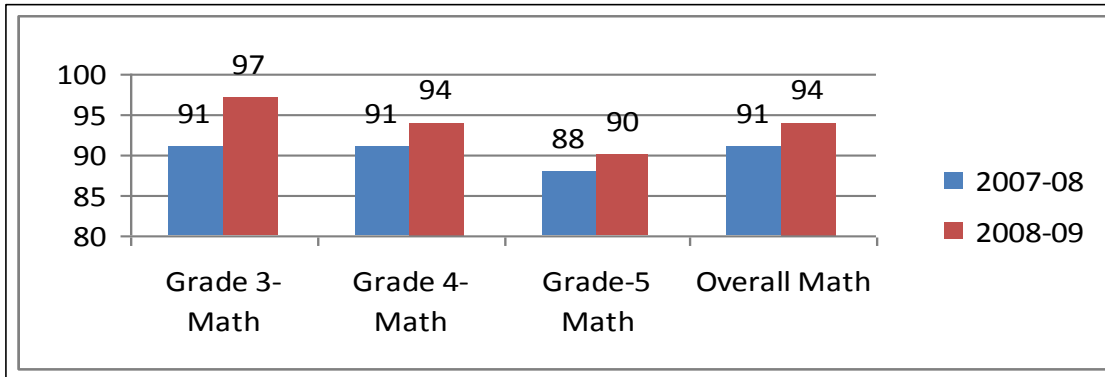
Supporting Data for SMART GOAL 1:

Quarter 1

Math 2009-2009 Data

	3 rd grade	4 th grade	5 th grade	Overall	FRL	White	SWD
Math EOG	97%	94%	90%	94%	89.7%	94.8%	80%

K-2 Math Assessments	# of students	# of students proficient	Student proficiency		Overall K-2 students	Overall K-2 proficient	Proficiency Rate for K-2
K	98	95	97%		351	332	95%
1 st	132	110	83%				
2 nd	121	105	87%				
EC K-2	31	22	71%				



Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:

(Your overall goal will reflect a two to three year long-range goal)

By the end of the 2010-2011 school year, our K-5 students overall, will increase proficiency in reading by 6% from 85% to 91% as determined by assessment and EOG data.

Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By the end of the 2009-2010 school year, grades K-5 SWD students will increase proficiency in reading by 4% from 68.3% to 72.3% as determined by DRA/QRI and EOG data.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN GOAL 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</p>	<p>1. What does the data tell us? Our K-2 SWD population is 29% below the overall population. The data also shows that our 3-5 SWD population is 19.7% below the overall population.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us? How to better serve the students we have to increase their proficiency in reading.</p> <p>3. Celebration(s)? Met 17 of 17 AYP targets for 08-09; school of high growth; SWD students have grown from 46% proficient in 07-08 to 68.3% proficient in 08-09 in grades 3-5.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Increase proficiency of our SWD population from 68.3% to 72.3%</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>
Plan	Identify Key Strategy (Approach)	We will implement an I/E and inclusion block model with our SWD students to close the achievement gap between SWD and overall student population.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Administration; SWD teachers; Cooperating classroom teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	curriculum maps; pacing guides; guided reading books; specialist tutors			

Plan	Resources Needed during the current quarter	Additional money to purchase hands-on materials for centers/stations and daytime tutoring.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Working with Power Objectives- Lillie Tucker Quartely Planning Day; Guided Reading Strategies- early release for K-2			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Curriculum nights;Boys Reading Club; General/Board PTA meetings;Leadership meetings Pearce Palooza; AL parent night			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A. We will use classroom walk-throughs and observations. B.Results from reading benchmarks along with classroom performance task will be analyzed. C.We will closely examine our Pearce data sheet.	A. B. C.	A. B. C.	A. B. C.
Act/Plan	Target Goal Met?		<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Create a list of students currently performing below grade level.	CF	EOG Data	Sept. 01
#2	All PEP's completed for all current level 1 and 2 and EC students to target individualize strategies.	Administration, CF	PEP's; 1st quarter Benchmark	Oct.23
#3	Grade levels will utilize 9 week plans to teach specific objectives and learning activities for students. These maps will be used as a guide to lesson planning for classroom teachers. They will be shared with EC, AL, and Specialists to help make connections across the curriculum.	Teachers, CF and Admin.	9-week lesson plans & daily lesson plan	Oct.23
#4	Departmentalization in grades 3-5 reading will continue to be utilized to strengthen learning stations.	Teachers, CF and Admin.	quarterly reading benchmark data	On-going
#5	Presentation of Foundations of Reading workshop to staff	CF & select teachers	benchmark results	Oct. 23
#6	Implement the use of I/E times for grades K-5	Teachers, CF and Admin.	quarterly assessments and benchmarks	Oct. 23
#7	Implement the use of Inclusion with targeted groups of SWD students	Classroom & SWD teachers, Admin	quarterly assessments and benchmarks	Oct. 23
#8	Monitor student achievement data and use results to evaluate the effectiveness of	Teachers, CF and Admin.	quarterly assessments and	Oct. 23
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
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Goal 2 Data Worksheet

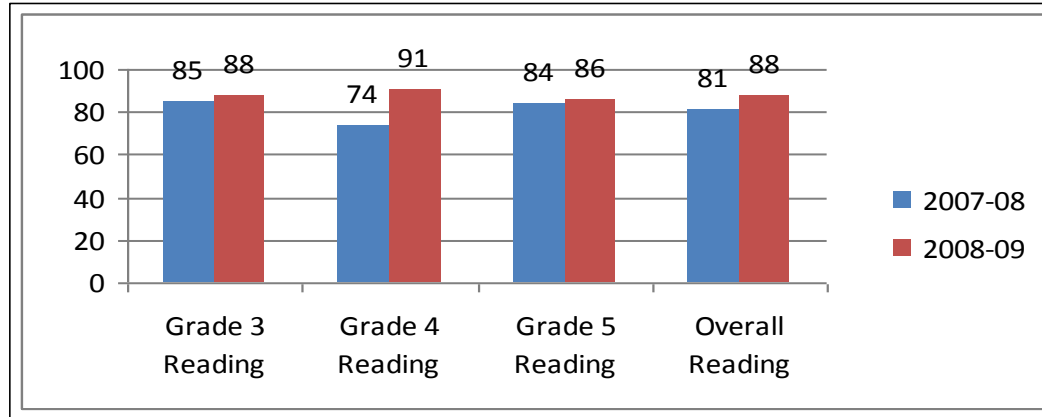
Supporting Data for SMART GOAL 2:

Quarter 1

Reading 2009-2009 Data

	3 rd grade	4 th grade	5 th grade	Overall	FRL	White	SWD
Reading EOG	88%	91%	96%	88%	74.1%	90%	68.3%

K-2 Reading Assessments	# of students	# of students proficient	Student proficiency		Overall K-2 students	Overall K-2 proficient	Proficiency Rate for K-2
K	98	93	95%		351	317	90%
1 st	132	112	85%				
2 nd	121	112	93%				
EC K-2	31	19	61%				



School Based Leadership Team Members Signatures

The following team members collaborated with school staff to develop the School Improvement Plan for our school (included):

Name	Position or Role	Signature
Pam Misher	Principal	on file
Larry Bailey	Assistant Principal	on file
Amy Jenkins	Kindergarten	on file
Katrina Williamson	First Grade	on file
Jennifer Harding	Second Grade	on file
Pam Hayes	Third Grade	on file
Michelle Cole-Spence	Fourth Grade	on file
Beth Kirtland	Fifth Grade	on file
Meredith Hemby	EC	on file
Stephen Foulks	PE	on file
Jeremy Gilyard	Teacher Assistant	on file
Angela Osborne	Curriculum Facilitator	on file
Jacqueline Debrew	Parent	on file
Karen Crawford	Parent	on file
Sarah West	Parent	on file
John Hughes	Parent	on file

(i.e. Principal, Assistant Principal, Certified Staff, Classified Staff, Student, Parent or Community Member)



parents must be

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Approvals

Approved by Staff:

Date of Approval by Staff: _____ 1-Sep-09

Results (% Approval): _____ 100%

Principal's Signature: _____ on file

Date: _____ 09/02/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ on file

Date: _____ 09/25/09

Approved by GCS Board of Education:

Date: _____

(i.e. Regional Superintendent, Regional Executive Director, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)



Date

Action Plan for Healthy Students in Safe, Orderly and Caring Schools

LEA: Guilford County Schools

School: E. P. Pearce Elem

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

(Healthy Active Children (HAC) Policy, #HSP-S-000)

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		All students at Pearce Elementary receive at least 25 minutes of physical activity each day. Students receive this physical activity in one of two forms. It will either come from the classroom teacher in the form of structured play or from the physical education teacher during P.E. class. We insure that all students receive this physical activity by building it into teachers' schedules. It is against		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE over the 180-day school year.	x		
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity over the 180-day school year.	x		

Strategy	Not Yet Addressed	In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.		The Teachers at Pearce Elementary teach the health curriculum that has been adopted by GCS primarily through the means of curriculum integration.	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		x		
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	Other coordinated School Health Programs include the Jump Rope For Heart and the Presidential Fitness Program. Both of these programs are coordinated school-wide by the physical education teacher with the assistance of all classroom teachers.			Need Assistance (Please describe.)

Safe Schools Plan

According to NC Code 115C-105.47, each school must have a comprehensive safe schools plan. The following are components of that plan:

- Student code of conduct and designated consequences for violating the code
- Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
- Procedures for identifying and serving the needs of students at risk of academic failure or of engaging in disorderly or disruptive behavior
- Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
- Measurable objectives for improving school safety and order
- Professional development clearly matched to the objectives for improving school safety and order
- Plans to work with local law enforcement and court officials to ensure safety
- Methods of providing a safe physical environment
- Parent involvement in planning for school improvement, safety, and alternative education placements
- School conducts a needs assessment annually (from students, teachers, parents, and staff) to determine their perceptions of school safety and climate
- School has programs, strategies and/or activities that promote good behavior/citizenship

Strategies for maintaining safe and orderly climate, addressing the needs of students at risk, and providing services for students assigned to alternative programs.

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
We will maintain a safe and orderly environment. The GCS code of conduct along with local rules/guidelines will be followed to ensure the safety of all students.	ALL Pearce Elementary faculty members are in charge of establishing a safe and orderly environment.	DAILY	N/A	N/A	Success will be measured by the amount of discipline referrals that are submitted to administration and the suspension rate.
Teachers will track the progress of all students and recommend any student that is at risk of not reaching academic/behavioral goals	Guidance counselor, IST team members, administration, and classroom teachers.	Teachers will track the progress of students daily through observation. The IST team will meet at least once per month.	Continue training new members of the IST team.	N/A	Student report cards and teacher observations
Provide services for students assigned to alternative programs.	AL (Advanced Learner) and EC (Exceptional Children) teachers.	Students will be served according to their individual needs that are stated on their individualized education plans.	Teachers will continue to be trained in Best Practices for EC and AL students.	N/A	Student report cards and teacher observations



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Waiver Requests

School-Based Management and Accountability Program School-Based Waiver Request for 2008-2011

LEA: Guilford County

LEA Code: 410

School Code/School Name: E. P. Pearce Elem

Requests for Waiver

1. Describe the waiver you are requesting.

EP Pearce is requesting a waiver to deny the purchase of future textbook adoptions (i.e. health) and be allowed to use funds to purchase other instructional materials for classroom use (i.e. manipulatives, guided reading materials, etc.)

2. Identify the law, regulation or policy from which an exemption is requested.

115C-98. Local boards of education to provide for local operation of the textbook program, the selection and procurement of other instructional materials, and the use of nonadopted textbooks.

3. State how the waiver will be used.

Waiver will allow for administrative decisions concerning the purchase of future textbook adoptions.

4. State how the waiver will promote achievement of performance goals.

With funds, school will purchase hands on student instructional materials specifically geared toward our SWD and level one and two students.