School Name: BROOKS GLOBAL ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Students will graduate as responsible citizens prepared to succeed in higher eduation, or in the career of their choice.

School's Vision Statement:

Our purpose is to provide our students with a superior academic program and maintain high performance expectations. Through a balanced academic curriculum of reading, writing, math, science, and technology, we will enable our students to gain a global perspective and knowledge of people of diverse cultures. We are committed to preparing each student to become a respectful, caring, and successful citizen in an ever-changing global society.

Self Assessment

Current AYP Status:	Achieved	Current ABC Status:	High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Brooks Global Studies is a unique, vibrant learning community. Our focus as a magnet school is Global Literacy and we celebrate the diversity of our global community. We have an extended school year which means our students are in attendance 200 days. We are a designated magnet school, meaning we have no attendance zone or neighborhood school population. All our students are here by parental choice. Our journey of success begins with our student attendance rate topping the chart at 97.2%. The tradition of excellence is evident in our parental support and well qualified teaching staff.

Brooks has an emphasis on balanced literacy with an increased focus on guided reading in order to better meet the diverse needs of all of our learners. Teachers are able to utilize data from the DRA and DIBELS assessments in grades K-2 in order to guide their instruction. Daytime tutors support math instruction in grades three, four and five throughout the school year

Brooks Global also faces some challenges for the upcoming academic cycle; there is an ongoing need for more daytime tutors to better address the diverse needs of our learners in all grades. Our data team and leadership team will need to work to help teachers create a plan to balance time for instruction and time for multiple assessments.

Our most significant opportunities for improvement in the coming years are implementing a stronger math foundation in all grades; therefore, we will use our data from our formative assessments to increase math development. In addition, we will continue to foster community relationships to support and supplement volunteers and tutoring efforts

Goal Summary Page

Goal 1

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)
By June 2011, the percentage of students that will be at or above grade level in math will increase from 92.6% to 95% in grades 3-5 as determined by EOG Scores.

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 June 2010, the percentage of students that will be at or above grade level in math will increase from 92.6% to 98% in grades K-2 as determined by K-2 summative math assessments.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:
Utilize a math impact tutor to provide small group instruction to targeted students who need additional support in math

Goal 2

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)
By June 2011, the percentage of students that will be at or above grade level in Reading will increase from 89.5% to 95%.

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 June 2010 the percentage of grades 3-5 students scoring proficient or above in reading will increase from 89.5% to 92.25%.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Utilize reading tutor to provide small group instruction to targeted students who need additional support in reading. Reading Specialist to work with non-EC targeted students in grades K-5

Goals, Strategies, Monitoring and Budget

GOAL 1

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)

By June 2011, the percentage of students that will be at or above grade level in math will increase from 92.6% to 95% in grades 3-5 as determined by EOG Scores.

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 June 2010, the percentage of students that will be at or above grade level in math will increase from 92.6% to 98% in grades K-2 as determined by K-2 summative math assessments.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - GOAL 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	**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.**	1. What does the data tell us? Proficiency rates for our Caucasian students are 98.4% African American students are 89.2%; free and reduced lunch students are 94.3%. The achievement gap between our African American and Caucasian students is 9.2%.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? Data does not indicate specific grade level information nor does it specify the performance of our Advanced Learners. The data for K-2 is based on K-2 Assessments and the scoring rubric; it is not completely standardized as is the NC EOG Assessment tools.	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? We made AYP and High Growth	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement Early onset tutoring for grades 1, 2 and 3,5. Tutoring for 4th grade in Jan.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
			4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement

Plan	**Identify Key Strategy (Approach)**	Utilize a math impact tutor to provide small group instruction to targeted students who need additional support in math			
Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Principal, Curriculum Facilitator, Classroom teachers, Data team			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	GEMS, tutoring, calculators, math manipulative kits, Study Island,enVisions K-2, Acheivement Series, Interns (A&T), parent volunteers, math tutor (specialist) 072 fund Increased funds for tutors			
Plan	**Resources Needed during the current quarter**	Increased funds for tutors			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	Vertical Teaming Grade level teachers, developing smart goals for PEP and IST			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Review data at leadership team meeting with parent representatives			

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.Benchmark data; K-2 Assessment data B.same as A C.same as A	A. B. C.	A. B. C.	A. B. C.
Act/Plan	**Target Goal Met?**		☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Presentation of data and draft SIP staff	Principal, Data Team, CF		9/21/2009
#2	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	ongoing
#3	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	informal and formal observations	ongoing
#4	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal and CF	Benchmark data and unit tests	ongoing
#5	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data	School Data	ongoing
#6	Analyze results and determine next steps	Principal and CF	School Data	ongoing

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				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Click here to past

Quarter 1

Supporting Data for SMART GOAL:
Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

EOG Data Math:

All: 92.6
AA: 89.2
W: 98.4
ED: 94.3

Quarter 2

Quarter 3

Quarter 4

Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)
By June 2011, the percentage of students that will be at or above grade level in Reading will increase from 89.5% to 95%.

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 June 2010 the percentage of grades 3-5 students scoring proficient or above in reading will increase from 89.5% to 92.25%.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - GOAL 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	**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.**	1. What does the data tell us? The length of the test made a great impact on the success rate of our students. We have an achievement gap of 10.5 % between our African American students and our Caucasian students. We have an achievement gap of 10.5 % between our African	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? Data does not indicate specific grade level information nor does it specify the performance of our Advanced Learners. The data for K-2 is based on K-2 Assessments and the scoring rubric; it is not completely standardized as is the NC EOG Assessment tools.	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? We made AYP and High Growth	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement Early onset tutoring for grades 1, 2 and 3,5. Tutoring for 4th grade in Jan.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
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Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	GEMS, tutoring, manipulative kits, Study Island Acheivement Series, Interns (A&T), parent volunteers, reading tutor, DIBELS 072 and 069 fund			
Plan	**Resources Needed during the current quarter**	Increased funds for tutors			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	Vertical Teaming Grade level teachers, developing smart goals for PEP and IST			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Review data at leadership team meeting with parent representatives			

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.Benchmark data; K-2 Assessment data B. Same as A C. Same as A	A. B. C.	A. B. C.	A. B. C.
Act/Plan	**Target Goal Met?**		☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Continue current strategy and identify new strategy

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#4	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal, and CF	Benchmark data and unit tests	ongoing
#5	Monitoring pre-assessments and quarterly benchmark assessments	Principal, CF, Teachers and Data team	School Data	ongoing
#6	Analyze results and determine next steps	Principal and CF	School Data	ongoing

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				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Click here to

Quarter 1

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

EOG Data Reading

All: 89.5

AA: 84.7

W: 95.2

ED: 88.7

Quarter 2

Quarter 3

Quarter 4

School Based Leadership Team Members Signatures

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

Name	Position or Role	Signature	Date
Charles Foust	Principal	on file	09/21/09
Sarah Tighe	Certified Staff	on file	09/21/09
Crystal Spencer	Certified Staff	on file	09/21/09
Marsha Rumley	Certified Staff	on file	09/21/09
Jenna Gast	Certified Staff	on file	09/21/09
John Phillips	Certified Staff	on file	09/21/09
Irving Crump	Certified Staff	on file	09/21/09
Crystal Price	Classified Staff	on file	09/21/09
Janice Mack	Certified Staff	on file	09/21/09
Courtney Field	Certified Staff	on file	09/21/09
Nathalie Reid	Classified Staff	on file	09/21/09
Mozetta Crouch	Parent	on file	09/21/09
Jennifer Wainscott	Parent	on file	09/21/09
Bonnie Chilton	Parent	on file	09/21/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/22/2009 Results (% Approval): 99%

Principal's Signature: on file Date: 09/22/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: John Modest (on file) Date: 10/02/09

Approved by GCS Board of Education: Date: _____

Quarterly Review Team Members Signatures

The following team members collaborated with school staff to review the School Improvement Plan for our school:

Name	Position or Role	Signature	Date
Charles Foust	Principal	Signature on file	09/21/09
Brenda Adams	Curriculum Facilitator	Signature on file	09/21/09
Janice Eads		Signature on file	09/21/09
Janine Piodella		Signature on file	09/21/09
Effie Goodman		Signature on file	09/21/09
Eloise Lynch		Signature on file	09/21/09
Marsha Rumley		Signature on file	09/21/09

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

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

LEA: Guilford County Schools School: Brooks Global 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.		Master schedule supports 30 minutes of recess or structured PE each day.		

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		Our students are in school 200 days. Our student will have 11 months of physical education classes. 40 minutes for 41 weeks
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		Organized recess and physical activity adds up to 6,000 minutes for our 200 student days. This number does not include the time spent with the certified physical education teacher.

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.		X	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		X		

		Need Assistance (Please describe.)
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	We have placed a copy of the GCS policy IHB in our student handbook and we hold everyone accountable for following the policy at our school. We emphasize the importance of healthy snacks and treats in our school.	

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?
Quarterly lessons on RDP arrival and dismissal	Certified Staff	Beginning of each quarter	None	None	Improved student behavior during arrival and dismissal
Quarterly Lessons on RDP policies	Certified Staff	As needed throughout the school year	Panda paws, hall passes	1,100.00	Improved student behavior