School Name: CLAXTON ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Claxton Elementary School is a learning community where students, parents, staff and community members are committed to creating a child-centered, enriching and nurturing environment that values the talents of all, celebrates diversity and challenges all learners through high expectations.

School's Vision Statement:

Claxton Elementary School is a learning community where students, parents, staff and community members are committed to creating a child-centered, enriching and nurturing environment that values the talents of all, celebrates diversity and challenges all learners through high expectations.

Self Assessment

Current AYP Status:	Achieved	Current ABC Status:	Expected Growth

(Synthesized Narrative from Self-Assessment Exercises)

Claxton Elementary School is located in Greensboro, North Carolina. The school derived its name from Philander Priestley Claxton (1862-1957), an active educator and United States Commissioner of Education. When the school opened its doors in 1960 it was situated in the middle of open fields and pastures. Today the school is surrounded by middle to upper income neighborhood. Claxton is one of sixty-seven (67) elementary schools in the Guilford County School (GCS) system. Six hundred and ten (610) kindergarten through fifth grade students attend Claxton coming from single-family homes, two family houses, multiple family apartment complexes, a government subsidized apartment complex and GCS administrative placements. Approximately forty percent of the students walk, bike or ride a car to school and the remainder of the students ride school buses.

Over the years, Claxton has experienced many changes in its educational philosophy and service to students. The present inclusive practices permeate through the school. Students with disabilities ranging from learning disabled to trainable mentally disabled are fully integrated into the total school program. The presence of special needs students encourages staff and students to celebrate and appreciate differences in one another. To ensure success for all students, teachers have become well equipped at differentiating in the classroom. Team planning between teachers, special education staff, and other support staff occurs on a regular basis to create engaging and developmentally appropriate lessons. We consistently have one of the highest number of special education students receiving proficient scores on the EOG Test in Guilford County Schools.

Because of low teacher turnover, Claxton's staff is stable with close working relationships. Seventy-eight percent (78%) of the teachers are veterans with more than ten years of teaching experience. This stability and longevity builds continuity in instructional programs and strategies throughout the school. The staff works hard to create a professional atmosphere where all families would choose to send their children and all school employees would wish to work. A commitment to continuous improvement is apparent through the staff's willingness and openness to share ideas and to learn new teaching strategies.

The Parent Teacher Association (PTA) thrives at Claxton with a strong, active membership base. There are forty (40) working committees that support such areas as fundraisers, cultural arts, academics, fitness and technology to enrich the educational opportunities for all the students. The PTA works closely with the school by providing teacher grants, volunteer tutors, and a school-wide reading incentive program.

The staff works hard to ensure that advancements are made in education and technology. All classrooms, the media center and the computer lab are network accessible. The staff fully integrates technology in daily lessons and gives students the flexibility to use technology in a variety of ways to enhance their learning.

Based on the 2009 End of Grade Test Results, Claxton ranks in the top six percent (6%) of the Guilford County Elementary Schools. We are proud to note that all cohort groups increased their reading and math proficiency by several percentage points. Also, we focused on improving achievement with African American students in Math last year and we saw an increase of twenty percetage points in that area.

Claxton is truly a place where all students are challenged to reach their fullest potential.

Goal Summary Page

Goal 1

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

The percentage of Claxton students scoring proficient or above in Math for 3rd – 5th grade will increase 6% (2% annually), from 87.7% to 96% as measured by quarterly assessments and End of Grade Test and K-2 will increase 9% (3% annually) from 84% to 93% as measured by quarterly assessments by May, 2011.

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.)

The percentage of EC students scoring proficient in Math will increase from 85.7% to 88.7% as measured by EOG in May 2010.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Each grade level

Goal 2

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

The percentage of Claxton students scoring proficiently or above in Reading will increase 5%, from 85% to 90% as measured by quarterly assessments and End of Grade Test by May 2011.

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.)

The percentage of African American (62.9%) and F/R Lunch (61.4%) students scoring proficient in Reading will increase to 72.9% and 71.4% respectively as measured by EOG in May 2010.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Guided Reading Groups meet daily, Usage of Kathy Kennedy's question stems

Goals, Strategies, Monitoring and Budget

Goal 1

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

The percentage of Claxton students scoring proficient or above in Math for 3rd – 5th grade will increase 6% (2% annually), from 87.7% to 96% as measured by quarterly assessments and End of Grade Test and K-2 will increase 9% (3% annually) from 84% to 93% as measured by quarterly assessments by May, 2011.

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.)

The percentage of EC students scoring proficient in Math will increase from 85.7% to 88.7% as measured by EOG in May 2010.

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?** The data tells us that all of our subgroups except Students with Disabilities made significant growth in math. We are concerned about the slight decline in the percentage of students proficient in our Students with Disabilities subgroup. **2. Not tell us?** The data does not tell us why are Students with Disabilities aren't performing as well as they did last year. **3. Celebration(s)?** The percentage of African American students that are proficient on the math EOG grew from 66.7% to 88.7%. Also, the percentage of Economically 4. OFIs? OFIs: Opportunities For Improvement Increase the proficiency of our Students with Disabilities even though we have less staff to work with these students than last year.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement
Plan	**Identify Key Strategy (Approach)**	Each grade level			
Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Students, Staff, Parents and Community			

Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	PTA Funds, Staff Development Funds, Accountability Funds			
Plan	**Resources Needed during the current quarter**	Tutors, Volunteers, Substitutes, Assistants, Math Toolkit, Math Manipulatives			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	Teachers that attended GCS math professional development share latest information with staff			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Volunteer Tutors, Principal informs parents of goals at Open House			
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. Grade Level Plans and Monitoring List B. Student Portfolio and PEPs C. Benchmark Test/Quarterly Assessments and Portfolio work Samples	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	Identify students below grade level in Math	Classroom teachers	Previous EOG and Math Assessments	Sept. 18, 2009
#2	Grade levels meet to determine which resources will be used for students below grade level and also review resources in new math book	Classroom teachers, CF	Copy of grade level minutes	Oct. 2, 2009
#3	Grade levels develop a plan to improve studetns that are below grade level and incorporate a monitoring piece	Classroom teachers, CF, Administrators	Copy of grade level minutes	Oct. 2, 2009

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:

Quarter 1	GRADE LEVELS	8-Jul	9-Aug	10-Sep	11-Oct
	K-2	84%	87%	90%	93%
	5-Mar	87.70%	90%	92%	94%

Goals, Strategies, Monitoring and Budget

Goal 2

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

The percentage of Claxton students scoring proficiently or above in Reading will increase 5%, from 85% to 90% as measured by quarterly assessments and End of Grade Test by May 2011.

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.)

The percentage of African American (62.9%) and F/R Lunch (61.4%) students scoring proficient in Reading will increase to 72.9% and 71.4% respectively as measured by EOG in May 2010.

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?** Overall all proficiency on our Reading EOG scores have increased from last school year. The largest gain in proficiency is with African American students. However, we still have a 28% gap between African American and White students. **2. Not tell us?** The data does not explain the gap between White students and other subgroups. We want more information about why our AA and Fre/Reduced lunch students are scoring disproportionately lower than White students. **3. Celebration(s)?** We are proud to make AYP without needing Confidence Interval or Safe Harbor **4. OFIs? OFIs**: Opportunities For Improvement Even though all subgroups improved in proficiency from last year, we know that there is still a lot of improvement needed to close the achievement gap between white students and all other subgroups.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results. 1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement
Plan	**Identify Key Strategy (Approach)**	Guided Reading Groups meet daily, Usage of Kathy Kennedy's question stems			

Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Classroom teachers, CF, Administration			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	Tutors for lowerst level guided reading group (Accountability money)			
Plan	**Resources Needed during the current quarter**	Question stem signs and Guided reading tutors			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	Staff members that attended GCS professional development will share information prior to school starting.			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Reading Incentive Sheets			
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. Quarterly Benchmark Assessments, DIBELS B. Results from assessments C. Same	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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Professional development for all staff in which teachers attending ELA workshops share information and CF reveiws best practices for Guided Reading.	Teachers, CF	Agenda, Sign in sheet and observation of Guided Reading	Aug. 24, 2009
#2	Identify students below grade level in reading	Classroom teachers	Previous EOG, Assessments	Sept. 18, 2009
#3	Create a Reading team to analyze resources and develop a plan improve student achievement in reading	CF, teachers, administrators	Meeting notes	Sept. 18, 2009
#4	Guided Reading groups meet for an hour four times per week	Classroom teachers	Guided Reading Group List, Observation	Sept. 28, 2009

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				

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
Anessa Burgman	Principal	On File	09/10/09
Kaye Shaver	Assistant Principal	On File	09/10/09
Ykethia Tabb	Certified Staff	On File	09/10/09
Marti Jeffreys	Certified Staff	On File	09/10/09
Debra Vincent	Certified Staff	On File	09/10/09
Jayson Nadelson	Certified Staff	On File	09/10/09
Becky Starnes	Certified Staff	On File	09/10/09
Kathy Harding	Certified Staff	On File	09/10/09
Rita Stewart	Certified Staff	On File	09/10/09
Sara Babcock	Certified Staff	On File	09/10/09
Linda Vaughan	Certified Staff	On File	09/10/09
Wendy Johnson	Classified Staff	On File	09/10/09
Ila Rosenthal	Certified Staff	On File	09/10/09
Bethany Carter	Parent	On File	09/10/09
Kim Oaks	Parent	On File	09/10/09
Anna Waldrop	Parent	On File	09/10/09

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

Approvals

Approved by Staff:

Date of Approval by Staff:	8/21/2009	Results (% Approval):	100%
Principal's Signature:	On File	Date:	09/15/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature:	On File	Date:	

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
	Drop Down Menu		
	Curriculum Officer		

(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: Claxton 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.		Teachers provide copies of their daily schedules and classroom management plans to administration at the beginning of the school year. Recess is a required component of the daily schedules and school staff understands recess can not be used as a punishment.	Teachers provide copies of their daily schedules and classroom management plans to administration at the beginning of the school year. Recess is a required component of the daily schedules and school staff understands recess can not be used as a punishment.	

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.	1,440 minutes (students meet with the physical education teacher one time a week for 40 minutes		
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.	4320 minutes (students are provided a 30 minute recess on days they do not meet with the 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.		One major focus of the school is fitness. A walking/running club is in place where students are encouraged to walk/run on the school's track the first ten minutes of their recess time. Students log their miles and receive recognition for every ten miles they complete. The school keeps track of all miles completed by students. Over 18,000 miles were logged during the 2004-2005 school year. Fitness incentives are also part of the school's reading incentive program.	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	A school Health Advisory Council will be formed for 2009-2010. In the past, decisions were made with the school's leadership team and the PTA Board.			
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	The school and the PTA will continue the focus on fitness and expand the school and community involvement in the walking/running club. The school participates in the Presidential Fitness Program to monitor students' progress throughout the school year. The school also participates in the Jump Rope for Heart. The school received Project Fit during the summer of 2005. This program provides outside equipment for students and lesson plans for 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?
Staff and student handbooks	GCS, Claxton staff	Aug-09	Printing costs	$400	Staff, student and parent signatures
School Crisis Plan	GCS and Claxton Crisis team	Aug-09	NA	$0	Fire Drill, tornado and lock down reports
Monitor school grounds & facility & report safety hazards	School administration, custodians and & PE teacher	Ongoing	NA	$0	Work orders and quarterly reports
Monitor halls, cafeteria, buses and car riders	School personnel and Safety Patrols	Daily before and after school	NA	$0	Staff schedules
Promote character education & identify good citizens	School personnel & PTA	Monthly	NA	$0	Volunteers for PTA & good citizen recognition
Refer studetns at risk to IST	IST	Ongoing	NA	$0	SSST minutes
Conduct needs assessment to determine perceptions for school safety & Climate	GCS & School administration	May-10	NA	$0	Survey results

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: Claxton Elem

Requests for Waiver	
1.	**Describe the waiver you are requesting.**
	(a)Transfer Textbook Funds to Instructional Fund (411) (b) Transfer Instructional Funds (411) to Textbook Fund (c) Staff Development Funds (State Waiver). Funds for staff development can be transferred for any purpose. LEAs must allot 75% (if state funds) to schools. (f) Allow access to funds when our school has a teacher vacancy to be transferred to instructional or textbook fund
2.	**Identify the law, regulation or policy from which an exemption is requested.**
	G.S. 115C-105.25, Budget Flexibility, provides for maximum flexibility in the use of funds. When a school improvement plan is accepted under G.S. 115C-105.22, the local board of education may transfer and approve transfers of funds between funding allotment categories. For Class size waiver, (G.S. 115C-301). Policy Code for transferring of Staff Development funds 3430 (G.S. 115C-105.27)
3.	**State how the waiver will be used.**
	a. Provide appropriate materials and equipment that meet diverse student needs. Assist in efforts to close performance gaps among students. Enhance remediation and acceleration efforts. b. Students will not be denied access to a sufficient number of textbooks. c. Provide students a challenging curriculum. d. Focus on Best Practices, including Math Initiative, Literacy Framework, Empowering Writers Sessions and selected Educational Conferences
4.	**State how the waiver will promote achievement of performance goals.**
	a. They will allow the purchase instructional supplies needed to enhance curriculum b. Waiver will allow purchase of textbooks required of program initiated by SIP and provide sufficient textbooks for students to complete c. With textbooks, classroom and homework assignments can be completed independently d. Waivers will assist in efforts to close performance gaps among students. e. Enhance remediation and acceleration efforts.