School Name: FOUST ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

At Julius I. Foust Elementary School we plant seeds of excellence, cultivate strong minds, build character, celebrate diversity through collaboration partnership with the students, parents, and community. We provide a safe, nurturing environment and challenge all students to be "Excellent Everyday."

School's Vision Statement:

We, at Julius I. Foust Elementary believe that every child has the potential to learn in a multicultural atmosphere promoting positive academic success among students, faculty and staff with the belief that preparation and engagement is the key to learning for all.

Self Assessment

Current AYP Status:	Achieved	Current ABC Status:	High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Julius I. Foust Elementary, a Title 1 Mission Possible Elementary school, is located in Eastern Guilford County. Our current PreK-5 enrollment is 346 with a growing Hispanic population. Our Pre-K is presently housed in the Portable Unit which is centrally located in our courtyard.

Foust Elementary received recognition in 2005-2006 being identified as one of the 15 most improved schools in Guilford County's School District. In 2007-2008, Foust met state ABC with high growth status; however, only 10 of the 13 subgroups were proficient in math as identified by the North Carolina End of Grades Math test and AYP. In 2008-2009, Foust met State ABC Expected Growth Status.

Success of the school can be attributed to our 34 fully qualified teachers (8 of whom have advanced degrees), 7 highly qualified teacher assistants, 2 full time EC teachers, 2 ESL teachers, 1 AL teacher, 1 Math Impact Teacher, 1 Title 1 Specialist, and several other specialists and support staff.

In addition to being a Title 1 Mission Possible school, Foust is also a participant in the state and federally funded Universal Breakfast Program. Breakfast is supposed to be the most important meal of the day. In support of that statement, the Universal Breakfast Program provides free breakfast to all students enrolled at Foust Elementary.

Foust provides a safe, positive, academic environment. It embraces the multicultural diversity of our students, parents, staff, and community. Overall, Foust is an excellent place for our students and teachers to learn and grow.

Goal Summary Page

Goal 1

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

By June 2010, math scores amongst Hispanic students will increase from 75.0% to 80.0% and from 66.7% to 71.7% for African American students in grades 3-5 by 5% as measured by North Carolina End of Grades Math test; from 30% to 35% for grades K-2 as measured by the K-2 Summative Math Assessments.

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.)

3-5 Target goal for 2010 3-5: Hispanic Students will increase their math proficiency from 75.0% to 80.0% and African American students will increase their math proficiency from 66.7% to 71.7% Target goal for 2011: Hispanic students will increase their math proficiecy from 80.0% to 85.0% and African American students will increase their math proficiency from 71.7% to 76.7% K-2 Target goal for 2010: Students in Kindergarten through 2 grade will increase their math proficiency from 30% to 35% K-2 Target goal for 2011: Students in grade K-2 will increase their math proficiency from 35% to 40%

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Small Guided Math Groups, Inclusion, Study Island as learning station, Number Worlds Remediation Program (Teacher Trainings)

Goal 2

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)
By the end of the school year 2010, the percentage of students in grades K-5 will increase their writing proficiency by 20% based on writing requirements as mandated by GCS in correlation with North Carolina. By the endo of school year 2011, students will have met or exceeded level of writing proficiency as indicated by GCS in correlation with the state of North Carolina.

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, students in grade K-5 will increase their writing proficiency by 10% based on GCS mandates as measured by GCS quarterly writing assessments in content areas and on demand.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:
Write From The Beginning Small Guided Writing Groups Writing Integration in all subject areas

Goals, Strategies, Monitoring and Budget

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

By June 2010, math scores amongst Hispanic students will increase from 75.0% to 80.0% and from 66.7% to 71.7% for African American students in grades 3-5 by 5% as measured by North Carolina End of Grades Math test; from 30% to 35% for grades K-2 as measured by the K-2 Summative Math Assessments.

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.)

3-5 Target goal for 2010 3-5: Hispanic Students will increase their math proficiency from 75.0% to 80.0% and African American students will increase their math proficiency from 66.7% to 71.7% Target goal for 2011: Hispanic students will increase their math proficiecy from 80.0% to 85.0% and African American students will increase their math proficiency from 71.7% to 76.7% K-2 Target goal for 2010: Students in Kindergarten through 2 grade will increase their math proficiency from 30% to 35% K-2 Target goal for 2011: Students in grade K-2 will increase their math proficiency from 35% to 40%

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?** Data supports that Hispanic students and African American students met the mathematic target goal and exceeded target goal for 2008-2009 school year.	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 concretely support student growth amongst students in grades K-2 by using summative/formative assessments.	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? Met AYP and ABC for 2008-2009 school year. (Expected growth)	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement Math Impact Teacher (part time grades 3-5) Implement SRA Number Worlds program in grades 3-5 Teacher Assistants (tutors) assisting classroom teachers (math inlcusion) Daytime tutors for grades 2-5 SES Tutorials (all students K-2) Extended Learning After school Tutorial grades 3-5 Study Island Tutorial	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)**	Small Guided Math Groups, Inclusion, Study Island as learning station, Number Worlds Remediation Program (Teacher Trainings)			

Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Classroom teachers Math Impact Teacher Curriculum Facilitator Teacher Assitants, Technology Assistant, Volunteers, tutors, principal			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	Number Worlds Remediation Resouces (Title 1 and Regular School Budget)			
Plan	**Resources Needed during the current quarter**	SRA Number Worlds Manipulatives Computer Programs Math Kits Journals/Learning Logs Tutors			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	In house trainings by Curriculum Facilitator, Math Impact Teacher, selected Staff members, Principal			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Make It Take It Night, Math family Nigh, Math Strategies of the week, Open House Math Stategies Information Night, Problem of the week			
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?**	Benchmark data, lesson plans, EQs pre and post assessments (bi-quarterly) formative assessments, teacher made assessments B. Lesson plan checks, classroom walk throughs (Teachscape), informal/formal observations, benchmark data, GMs C. Quarterly Assessments Study Island Data Data Analysis Meetings Grade Level Collabortions	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	Provide in-service training for teacher assistants and tutors on math toolbox for appropriate grade level assigments	Curriculum Facilitaor, Math Impact Teacher, Principal	Provide training to tutors	10/9/2009
#2	Provide teacher asistants and tutors with training on mathematic problem solvers	Curriculum Facilitator and Math Impact Teacher	Provide training to tutors	10/29/2009
#3	Create pre/post assessments using GEMS, achievement series, Math Initiative, Test Magic, Number Worlds, Envisions	Classroom Teachers, Math Impact Teacher, Math Specialist	administer assessments	10/29/2009
#4	Identify target students in grades K-5 by using data from previous assessments and pre and post assessments	teachers, cf, math impact, pricipal	pre/post assessments. Benchmark data, data notebooks	10/20/2009
#5	Assign students to math impact teacher (Ms. Ashworth)	cf, math impact, classroom teachers	number worlds pre-assessment	10/1/2009
#6	designate tutors to assist and instruct students of target groups	cf, principal	previous data teacher observations	10/1/2009
#7	Implementation of Math Initiative and Math Instructional Model with Envisions Correlation	cf, classroom teachers	GMs, lesson plans, Eqs	10/29/2009
#8	assign hispanic and african american population addtion 15-20 minutes per week Study Island	technology assistant, classroom teachers	study island reports	10/29/2009
#9	Data Analysis professional Developmet	C & I Formative assessment	Achievement series	11/1/2009

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:

Click here to past

Quarter 1

	2008-2009	2009-2010	2010-2011
Third Grade	Hispanic: 69.2 African American: 64.5	Hispanic: 72.2 African American: 69.5	Hispanic: 77.2 African American: 74.5
Fourth Grade	Hispanic: 60.1 African American: 48.3	Hispanic: 65.1 African American: 53.3	Hispanic: 71.1 African American: 58.3
Fifth Grade	Hispanic: 68.2 African American: 72.4	Hispanic: 73.2 African American: 77.4	Hispanic: 78.2 African American: 82.4

Goals, Strategies, Monitoring and Budget

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

By the end of the school year 2010, the percentage of students in grades K-5 will increase their writing proficiency by 20% based on writing requirements as mandated by GCS in correlation with North Carolina. By the endo of school year 2011, students will have met or exceeded level of writing proficiency as indicated by GCS in correlation with the state of North Carolina.

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, students in grade K-5 will increase their writing proficiency by 10% based on GCS mandates as measured by GCS quarterly writing assessments in content areas and on demand.

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?** Based on assessments and rubrics, data supports students are struggling with conventions more so than focus and content. **2. Not tell us?** Provide a direct correlation or comparison between other students in the district or state only within the our school. **3. Celebration(s)?** None at this time **4. OFIs? OFIs:** Opportunities For Improvement Implementing writing across the curriculum tutors Write from the Beginning Thinking Maps and Graphic Organizers small guided writing groups	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)**	Write From The Beginning Small Guided Writing Groups Writing Integration in all subject areas			
Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Principal, CF, Classroom teachers, Assistant teachers, tutors			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	Write From the Beginning Thinking Maps			
Plan	**Resources Needed during the current quarter**	Journals (Writng Logs)			

Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	None at this time			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	None at this time			
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.Lesson Plans, GCS quarterly writing assessments (k-5) learning logs, student journals B.lesson plans, display student work, formal/informal observations, Teachscape, Essential Questions, GM minutes and agendas C.Quarterly assessments and writing portfolios	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	Assign students to highly qualified tutors grades 3-5, grades K-2 will ocus on writing process in the classroom	classroom teachers, cf, principal, tutors	baseline writing assessments	10/24/2009
#2	Continue with Write From the Beginning	classroom teachers, cf, principal, tutors	daily writing block, writing across the curriculum	10/24/2009
#3				
#4				
#5				
#6				
#7				
#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				
#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
Tamilyn Washington	Principal	on file	09/23/09
Robin HillTucker	Certified Staff	on file	09/23/09
Tschanna Barrow	Certified Staff	on file	09/23/09
Carrie Anderton	Certified Staff	on file	09/23/09
Latoya Dutton	Certified Staff	on file	09/23/09
Natarsha Long/Erica Royal	Certified Staff	on file	09/23/09
Melissa Harney	Certified Staff	on file	09/23/09
Adjoa Botwe-Rankin	Certified Staff	on file	09/23/09
Pauline Fraser	Certified Staff	on file	09/23/09
Angela Burnette/Saul Burnette	Parent	on file	09/23/09
Karen West	Classified Staff	on file	09/23/09
Mary Dimmick	Certified Staff	on file	09/23/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/23/2009 Results (% Approval): 71%

Principal's Signature: On file Date: 09/23/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ 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: Foust 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 must provide studetns with daily organized recess which has been embedded in daily schedules. Teachers are not rquired to have recess on days that studetns are having physical education as instructin from the PE teacher.	In Progress. Teachers/grade level class schedules have been checked and posted. All teachers have a designated block of time for students to receive 30 minutes of recess and depending on the grade level, one day of PE from the PE coach.		

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.	Yes		K-1 (37,800) 2 (7,200) 3-5 (58,708)
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.	Yes		97,200 min munutes per year per class.

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.		In progress and to be completed by Physical Education Teacher.	No assistance needed at the present time.

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		Y	Unsure	
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	Diabetes Training for staff members (West and Ferguson) Epilepsy Training (School Nurse) Allergen Training (School Nurse) Overview of the H1N1 Virus (School Nurse)			**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?
Fire, Tornado, Hurricane, Code 300 (Rulrs, Protocol, and Procedures)	Ms. Washington, Teachers, Custodians,Counselor, Curriculum Facilitator	Fire Drills (monthly) Hurricane/Tornado (seasonal) Code 300 (quarterly)	Evacuation Plans in every room, classroom, classroom, pod) Fire Alarm, Fog Horn	NONE	Students and Faculty exit building in timely manner (3 minutes) Evacuate into glassfree area with hands overhead
Clutter free classrooms	Custodians, Teachers	Furniture does not block exit, Debris picked up from floors	NONE	NONE	Clean, safe classroom environment
Frequent safety checks on playground equipment	Teacher, Custodian, pricipal, secretary, Elementary, Maintenane, Repairmen to report on-site immediately	Weekly	Maintenace Request	NONE	Immediate Repair of playground equipment
Student Supervision (classrooms and Playground	Classroom Teachers (physical Educarion, Music, Art,)	Daily	NONE	NONE	Fewer accident reports
Health classes taught by Physical Education teacher (k-5)	Physical Education teacher	Quarterly	NONE	NONE	Fewer accident reports Students are better informed about the correct way to use equipment, how to resolve conflicts on the playground

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: Foust Elem

Requests for Waiver	
1.	**Describe the waiver you are requesting.**
2.	**Identify the law, regulation or policy from which an exemption is requested.**
3.	**State how the waiver will be used.**
4.	**State how the waiver will promote achievement of performance goals.**