

**School Name: HAMPTON ELEMENTARY**

*Guilford County Schools*

**2008-2011 School Improvement Plan**

## **Vision Statement**

### **School's Mission Statement:**

Within the next five years, Hampton Leadership Academy will become one of the premier schools of the GCS district where academic achievement, parent participation and relationships will each prosper as positive relationships are built between students, teachers and parents to build a professional learning community.

We are a Learning Community dedicated to unlocking leadership qualities in all students who will become caring, productive citizens for a lifetime.

### **School's Vision Statement:**

To lead us toward our mission, our school community shared the following beliefs:

- Year round education offers additional opportunities for children to experience success.
- Children respond positively to high expectations and encouragement.
- Each child's unique way of learning can be fostered to develop leadership qualities through various modalities.
- Children learn respect for others and self by valuing individual differences.
- Active parent participation is welcomed and encouraged as children learn best when parents are involved.
- Education is a shared community responsibility.

# Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

No Growth

(Synthesized Narrative from Self-Assessment Exercises)

Hampton Leadership Academy is a year-round magnet school consisting of 276 students. Students attend grades Pre-K through the Fifth grade at Hampton. There are 3 pre-k (1 EC), 3 kindergarten, 3 first, 2 second, 3 third, 2 fourth and 2 fifth grade classes. In addition to the core classroom teachers, we employ a Reading Specialist and a Math Specialist using Title I funds. They work primarily with students in grades 3, 4 and 5. Hampton is a Title One School that utilizes many resources to develop the whole child.

The students are offered many leadership skill building opportunities through the collaboration of the school and several community agencies such as Big Brothers/Big Sisters, Black Child Development, RIF Program, International Textiles, Boy Scouts, Girl Scouts, Hayes Taylor YMCA, A & T State University, UNC Greensboro, Bennett College, Dudley High School and several local churches.

Hampton has many resources both within the school and the community that enable the students to develop individual strengths. Several local colleges work collaboratively with Hampton by providing work study students, student interns and practicum students and by developing tutoring programs. Hampton focuses on providing small group instruction to meet the individual needs of students through the use of teachers, assistants, specialists, tutors, mentors, Agents of Grace, and high school students.

Hampton Leadership Academy employs teachers that have a passion for educating children and will go above and beyond the means of everyday teaching in the classroom to ensure student success. The majority of our teaching staff is "highly qualified." Our school has opportunities for improvement in many areas. We want to increase the number of students reading on grade level by the end of the Second Grade. We want to increase student reading comprehension with the implementation of SRA on all grade levels. We want to initiate the math initiative with fidelity. We hope to increase our parental participation in our school and get parents involved in the education of their children. We face potential barriers such as student absenteeism, parental support and students who may be in upper grades and reading on a lower grade level. Our population is primarily African-American which is reflected in the make-up of our sub-groups.

# Goal Summary Page

## Goal 1

**Overall SMART Goal:**

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

By 2011, the percentage of ALL students in grades K-5 scoring proficient or above in math will increase 10 percentage points from 60% to 70% as measured by EOG scores for grades 3-5 and 4th quarter GCS math assessments in grades K-2.

**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, the percentage of African-American students scoring proficient or above in math will increase 10.2 percentage points from 59.8% to 70% as measured by the proficiency of Level III and Level IV students on 3rd-5th grade math End Of Grade Tests (EOGs). By the end of the 2009-2010 school year, the percentage of African-American K-2 student proficiency will increase to 70% as measured by 4th quarter GCS math assessments.

**Supporting Data for SMART GOAL: See Goal 1 Data Tab**

**Key Strategy:**

African-American students who are not proficient in math will receive at least 1 hour of small group instruction daily, with daytime certified tutors, utilizing math manipulatives along with learning stations. Implement the GCS math initiative in grades 3-5 with fidelity.

## Goal 2

---

**Overall SMART Goal:**

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

By 2011, the percentage of ALL students in grades K-5 scoring proficient or above in Reading will increase 22.6 percentage points from 37.4% to 60% as measured by EOG scores for grades 3-5 and 4th quarter GCS Reading assessments in grades K-2.

---

---

**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, the percentage of the "All Student" Subgroup will increase 12.6 percentage points from 37.4% to 50% as measured by the proficiency of Level III and Level IV students on 3rd-5th grade reading EOGs and 4th quarter GCS Reading assessments in grades K-2.

---

---

**Supporting Data for SMART GOAL: See Goal 2 Data Tab**

---

---

**Key Strategy:**

African-American students who are not proficient in Reading will receive at least 1 hour of small group instruction daily, with daytime certified tutors. All students (k-5) will be involved in daily SRA. SRA is one of the main elements that we believe is assisting students with Reading and Comprehension.

---

## Goals, Strategies, Monitoring and Budget

### GOAL 1

**Overall SMART Goal:**

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

By 2011, the percentage of ALL students in grades K-5 scoring proficient or above in math will increase 10 percentage points from 60% to 70% as measured by EOG scores for grades 3-5 and 4th quarter GCS math assessments in grades K-2.

**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, the percentage of African-American students scoring proficient or above in math will increase 10.2 percentage points from 59.8% to 70% as measured by the proficiency of Level III and Level IV students on 3rd-5th grade math End Of Grade Tests (EOGs). By the end of the 2009-2010 school year, the percentage of African-American K-2 student proficiency will increase to 70% as measured by 4th quarter GCS 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
<b>Study</b>	<p><b>Data analysis: (SWOT) analysis</b>  <b>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</b>  <b>At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</b></p>	<p>1. What does the data tell us?                      The data tells us that our students need additional work on word problems. The students need to comprehend the questions being asked so that they can understand the math vocabulary and clue words in order to apply the correct strategy for solving the problems. The data informs the teachers what needs to be the focus of upcoming lessons. The data identifies school-wide strengths and weaknesses.</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?                      The data does not inform us of the tested environments and how the students were feeling during the assessments. We don't know what objectives and goals were covered by the classroom teacher                      3. Celebration(s)?                      The school celebrated making AYP! The percentage of students proficient in math increased. Expected growth in math.</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>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	African-American students who are not proficient in math will receive at least 1 hour of small group instruction daily, with daytime certified tutors, utilizing math manipulatives along with learning stations. Implement the GCS math initiative in grades 3-5 with fidelity.			
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Principal, CF, Math Specialist and classroom teachers.			
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	GEMS website, math manipulative kits, certified tutors and teacher assistants, Math Toolkit, Problem of the Day, Fact Master Program, District Math Coach, Formative			
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	Professional Development, Achievement Series, Collaborative planning, current data			
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	Co-Teaching, Inclusion in the Classroom. This workshop is held each Thursday in September from 3:00 - 5:00 for all classroom teachers and EC teachers.			
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Lunch to Learn; Dinner to Learn; PTA			

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. Common Assessments, Student Data Notebooks, Benchmark tests  B. Walk-through observations,  C. Common Assessments, Student Data Notebooks, Benchmark Tests	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	<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	Review EOG 2008-2009 Math Data	Principal, CF, Classroom Teachers	Math, EOG Data	July 21, 2009
#2	Complete PEPs for all level I and II students in grades 3-5 and for all students who have been retained one or more times.	Classroom Teachers	EOG Scores	Oct. 16, 2009
#3	Provide tutoring/intervention during the school day for level I and II students	Classroom Teachers and Daytime tutors	CFA data, EOG Scores, Benchmark Tests	October 2009 - May 2010
#4	Introduce Balanced Assessment to teaching faculty	Kevin Conaway	Tests	Sept. 8, 2009
#5	Create Math Common Assessments	Math Specialist, Classroom	Daily lesson plans, GCS pacing	Ongoing
#6	Administer Common Assessments to students	Classroom teachers	CFA data	Ongoing
#7	Analyze Common Assessment Data	Classroom teachers, CF, Math Specialist, Principal	CFA Data	Ongoing
#8	Provide tutoring/intervention during the school day for level I and II students who have not mastered taught goals and objectives	Classroom Teachers, Daytime Tutors	CFA Data, Benchmarks	October 2009 - May 2010
#9	Administer 1st Quarter Benchmarks	Classroom Teachers	CFA Data	Sept. 8, 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 paste charts/1](#)

Quarter 1	<b>Preliminary 2009 School Subgroup AYP Data (Hampton)</b>										
	Test	Group	AYP	Status	# Students	# Students Tested	% Part.	# Prof. 2009	% Prof. 2009	# Prof W/ Growth	% Prof W/ Gro
	R95	ALL	Y	Y	136	136	> 95	.	.	.	.
	R95	AA	Y	Y	120	120	> 95	.	.	.	.
	R95	FRL	Y	Y	126	126	> 95	.	.	.	.
	M95	ALL	Y	Y	136	136	> 95	.	.	.	.
	M95	AA	Y	Y	120	120	> 95	.	.	.	.
	M95	FRL	Y	Y	126	126	> 95	.	.	.	.
	R	ALL	Y	Y/sh	115	115	.	43	37.4	64	
	R	AA	Y	Y/sh	102	102	.	39	38.2	58	
	R	FRL	Y	Y/sh	107	107	.	39	36.4	59	
	M	ALL	Y	Y/sh	115	115	.	69	60.0	76	
	M	AA	Y	Y/sh	102	102	.	61	59.8	67	



## Goals, Strategies, Monitoring and Budget

### GOAL 2

**Overall SMART Goal:**

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

By 2011, the percentage of ALL students in grades K-5 scoring proficient or above in Reading will increase 22.6 percentage points from 37.4% to 60% as measured by EOG scores for grades 3-5 and 4th quarter GCS Reading assessments in grades K-2.

**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, the percentage of the "All Student" Subgroup will increase 12.6 percentage points from 37.4% to 50% as measured by the proficiency of Level III and Level IV students on 3rd-5th grade reading EOGs and 4th quarter GCS Reading assessments in grades K-2.

**Supporting Data for SMART GOAL: See Goal 2 Data Tab**

## QUARTERLY ACTION PLAN - GOAL 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p>1. What does the data tell us?</p> <p>Reading is the area that our students have scored the lowest. We need to work on reading comprehension. SRA is a big help to our reading achievement.</p> <p>2. Not tell us?</p> <p>The data does not tell us about the testing environments and what goals and objectives the teachers have taught and which ones the students have mastered.</p> <p>3. Celebration(s)?</p> <p>We made AYP (Safe Harbor) in Reading.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>We have the opportunity to increase Reading Achievement in our school with the help of daytime tutors and daily SRA implementation.</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>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>	<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)	African-American students who are not proficient in Reading will receive at least 1 hour of small group instruction daily, with daytime certified tutors. All students (k-5) will be involved in daily SRA. SRA is one of the main elements that we believe is assisting students with Reading and Comprehension.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal, CF, Reading Specialist and classroom teachers, teacher assistants and daytime tutors.			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	SRA, Daytime Tutors, District Reading Coach, Formative Assessment			
Plan	Resources Needed during the current quarter	Professional Development, Achievement Series, Collaborative planning, current data			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Co-Teaching, Inclusion in the Classroom. This workshop is held each Thursday in September from 3:00 - 5:00 for all classroom teachers and EC teachers.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Lunch to Learn; Dinner to Learn; PTA			

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	<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>A. Common Assessments, Student Data Notebooks, Benchmark tests</p> <p>B. Walk-through observations,</p> <p>C. Common Assessments, Student Data Notebooks, Benchmark tests, SRA assessment data</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>
Act/Plan	<p>Target Goal Met?</p>		<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Continue current strategy and identify new strategy</p>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review EOG 2008-2009 Reading Data	Principal, CF, Classroom Teachers	Reading EOG Data	July 21, 2009
#2	Complete PEPs for all level I and II students in grades 3-5 and for all students who have	Classroom Teachers	EOG Scores	Oct. 16, 2010
#3	Provide tutoring/intervention during the school day for level I and II students	tutors	Tests	May 1, 2010
#4	Introduce Balanced Assessment to teaching faculty	Kevin Conaway	CFA Data, EOG Scores, Benchmark	Sept. 8, 2009
#5	Create Reading Common Assessments	Reading Specialist, Classroom	Daily lesson plans, GCS pacing	Ongoing
#6	Administer Common Assessments to students	Classroom teachers	CFA data	Ongoing
#7	Analyze Common Assessment Data	Classroom teachers, CF, Reading Specialist, Principal	CFA Data	Ongoing
#8	Provide tutoring/intervention during the school day for level I and II students who have	Classroom Teachers, Daytime Tutors	CFA Data, Benchmarks	Oct.-May '10
#9	Administer 1st Quarter Benchmarks	Classroom Teachers	CFA Data	Sept. 15-17

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 paste charts/tables from](#)

Quarter 1

**Preliminary 2009 School Subgroup AYP Data (Hampton)**

Test	Group	AYP	Status	# Students	# Students Tested	% Part.	# Prof. 2009	% Prof. 2009	# Prof W/ Growth	% Prof. W/ Growth
R95	ALL	Y	Y	136	136	> 95	.	.	.	.
R95	AA	Y	Y	120	120	> 95	.	.	.	.
R95	FRL	Y	Y	126	126	> 95	.	.	.	.
M95	ALL	Y	Y	136	136	> 95	.	.	.	.
M95	AA	Y	Y	120	120	> 95	.	.	.	.
M95	FRL	Y	Y	126	126	> 95	.	.	.	.
R	ALL	Y	Y/sh	115	115	.	43	37.4	64	55.7
R	AA	Y	Y/sh	102	102	.	39	38.2	58	56.9
R	FRL	Y	Y/sh	107	107	.	39	36.4	59	55.1
M	ALL	Y	Y/sh	115	115	.	69	60.0	76	66.1
M	AA	Y	Y/sh	102	102	.	61	59.8	67	65.7
M	FRL	Y	Y/sh	107	107	.	62	57.9	69	64.5
AT	ALL	Y	Y	.	.	.	.	.	.	.

## 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
David A. Jarmon	Principal	On File	08/14/09
Karen Alexander	Certified Staff	On File	08/14/09
Katherin Jones	Certified Staff	On File	08/14/09
Keffney Harvin	Certified Staff	On File	08/14/09
Mamie Doane	Certified Staff	On File	08/14/09
Harriet Williams	Certified Staff	On File	08/14/09
Jill Huddle	Certified Staff	On File	08/14/09
Danielle LeGrand	Certified Staff	On File	08/14/09
Jennifer Morris	Certified Staff	On File	08/14/09
Nanette Smith	Certified Staff	On File	08/14/09
Michelle Sechrest	Certified Staff	On File	08/14/09
Portia Staton	Certified Staff	On File	08/14/09
Tara Oliver	Certified Staff	On File	08/14/09
Traci Marshall	Parent	On File	08/14/09
Danielle ovington	Parent	On File	08/14/09
Corey Covington	Parent	On File	08/14/09
Angela Winchester	Parent	On File	08/14/09

*(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: David Jarmon - On File

Date: 08/21/09

**Approved By Division of Academic Improvement:**

Regional Superintendent's

Signature: Dr. Phyllis Martin - On File

Date: 09/25/09

**Approved by GCS Board of Education:**

Date: \_\_\_\_\_



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

LEA: Guilford County Schools

School: Hampton 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.				

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.			
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.			

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.			

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.				
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.				<b>Need Assistance (Please describe.)</b> 

# 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?

# 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: Hampton 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.