

School Name: JESSE WHARTON ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

The mission of Jesse Wharton Elementary School is to improve continuously the delivery of educational services to the students (who are the customers of the school) by inventing knowledge work for each student customer each day. Students will be guided by educational leaders (school, staff, and parents) so that they engage in knowledge work to solve problems, to create knowledge, and to learn how to learn. By doing this work, students will develop skills and understandings to enable them to function as effective citizens in an ever-changing, global, information-based society.

School's Vision Statement:

At Jesse Wharton, we are a diverse and multicultural community of learners. We focus on student needs and creating a student-centered environment in which all members of our learning community strive for excellence. We will provide a learning environment in which students take an active role in learning and are safe, nurtured, and challenged. As a result, students will acquire tools that will allow them to be productive citizens in life.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

After careful review of our data we determined that we did make AYP for the 2008-2009 school year in addition we met High Growth Standards with the ABC model. We attribute our success and growth that was experienced in every subgroup and every subject to a cadre of strategies and initiatives. These strategies and initiatives would include but not limited to the following: 4th and 5th grade team teaching, whole school inclusion model for math, awareness of the importance of vocabulary, reteaching and realignment of students based on skills weekly, afterschool tutoring and Saturday school, data driven instruction and decisions.

MATH:

As a team we further analyzed the data and have an area of focus and concern for the 2009-2010 school year. We must continue to implement strategies that will enhance learning for all students most especially our students that have need for double digit growth according to the ABC growth model. In math - our SWD and FRL need to grow by 8.7% to meet the goals set for the 2009-2010 school year. We will continue the inclusion model for SWD in the 2010 school year. We will also monitor all at risk students to determine that we are meeting their needs through frequent contact from adults in the classroom, students and their families. All math subgroups grew significantly (2008-2009) and we expect to continue this trend with various activities - the Multiplication Academy (3 times a week), continued implementation of the Math Initiative, and Flashback Friday's (Reteaching Plans).

READING:

After analyzing our Reading data for the 2008-2009 school year we have several areas for opportunity for improvement. In the subgroups that have not met double digit growth according to the goals of the ABC model are SWD (20.5%), AA (10.6%), and FRL (11.1%). Many of our students are represented in these subgroups and therefore increasing their achievement will enhance and help us to meet our goals. We will continue and increase our inclusion model for ESL as an inclusion. ESL inclusion is a combination of inclusion and pull out.. The classroom teacher and the ESL teacher will meet to discuss student progress and curriculum so that the students has a seamless educational experience. K-5 will provide DIBELS and/or DRA assessments to drive instruction and formation of guided reading groups. We will have classroom clusters of ESL and EC students to provide focused support for the teacher and student. Additional support will be provided for our students based on need and priority for additional support in the area of reading and fluency.

SCIENCE:

We have made significant gains with our 5th grade Science test, the largest of those gains for subgroups were African American with an increase of 28.6%, White with an increase of 20.6%, Free and Reduced Lunch with an increase of 28.6%, and Limited English Proficient with an increase of 17.0%. We had an increase for all students of 24.8%. We are very pleased with our improvement in this area and will continue the strategies and initiatives we put in place for 2008-2009 they include but are not limited to the following: 5th grade Language Art teachers review vocabulary for units aligned with the science curriculum. A Science Specialist also reinforced vocabulary during their class period i.e. P.E and Technology teacher (United Streaming), each Math/Science teacher take time to review the lessons. During the 4th quarter all teachers reviewed the science lessons with all students for 60 minutes.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

By 2011, students in grades K-5 will increase proficiency in math 2% from 88.6% to 90.6% determined by K-5 summative math grade level assessment and End of Grade Test data.

Target SMART Goal/Measure:

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

By June 2010, Students with Disabilities and Free/Reduced Lunch students proficient in math will increase by 8.7% from 71.3% to 80.0% as measured by K-5 summative math grade level assessment and End of Grade Test data.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Implement an intensive assessment and monitoring process for targeted SWD and FRL students that assesses student progress bi-weekly and provides students with an additional weekly 90 minute instructional period in math provided by a certified teacher and/or teacher of exceptional children.

Goal 2

Overall SMART Goal:

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

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Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

To initiate an in class (inclusion) model that incorporates team teaching (EC and regular ed.) for k-5 targeted students identified as SWD.

Goal 3

Overall SMART Goal:

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

By 2011, students in grades K-5 will increase proficiency in reading .7% from 78.2% to 79.5% determined by K-5 summative reading grade level assessments and End of Grade Test data.

Target SMART Goal/Measure:

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

Target SMART Goal/Measure:

By June 2010, Students with Disabilities and Free/Reduced Lunch students proficient in reading will increase by 13.7% from 52.2% to 65.9% as determined by K-5 summative reading grade level assessments and End of Grade Test data.

Supporting Data for SMART GOAL: See Goal 3 Data Tab

Key Strategy:

Implement an intensive assessment and monitoring process for targeted SWD and FRL students that assesses student progress bi-weekly and provides students with an additional weekly 90 minute instructional period in reading provided by a certified teacher and/or teacher of exceptional children. Paid tutors and certified staff will be used to provide targeted intervention based on specific reading area of need (ie-phonics, vocabulary) Schoolwide reading incentive

Goals, Strategies, Monitoring and Budget

GOAL 1

Overall SMART Goal:

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

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Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - GOAL 1

Study		Quarter 1	Quarter 2	Quarter 3	Quarter 4
		<p>1. What does the data tell us? Gaps in every subgroups in comparison to our "White" and "All" subgroups, 5.8% of white students and 24% of AA were unable to demonstrate proficiency on the EOG math test. SWD made 29.8% growth in math.</p> <p>2. Not tell us? Class placement of students (past and present). Services of SWD and LEP students. Reasons students in these subgroups are not achieving proficiency specific areas or strands that need to be addressed to eliminate the achievement gap. Student attendance.</p> <p>3. Celebration(s)? Met AYP 2008-2009 all subgroups showed growth. SWD grew 29.8% in math. 2007-2008 High Growth. 2006-2007 one of the most improved schools and made expected growth.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Continue to improve test scores in all subgroups especially SWD and FRL. Level 4 students show growth (AL).</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>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>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>

Plan	Identify Key Strategy (Approach)	Implement an intensive assessment and monitoring process for targeted SWD and FRL students that assesses student progress bi-weekly and provides students with an additional weekly 90 minute instructional period in math provided by a certified teacher and/or teacher of exceptional children.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Curriculum Facilitator (T.Clarida) and Grade level chairs.			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	School based instructional funds to purchase needed math materials including manipulative and textual resources.			
Plan	Resources Needed during the current quarter	Time to plan, data from assessments on targeted students showing areas of deficit.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Coaching for classroom teachers in data analysis and flexible grouping to support student achievement. Bi-weekly grade level meetings with CF, MGM's, and data meetings. New Teacher meetings. Marzano's best teaching practices. SLT/Fullan Team book study on Working on the Work. We have partnered with UNCG and Sumner Elem. to provide Math Professional Development training for teachers to work effectively with subgroups.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent/Teacher/Student Conferences at the end of the first quarter. Invite parents to reinforce targeted skills at home using strategies that are shared by the school. Provide opportunities for parents to give feedback on the strategies that are sent home.			

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: 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. Assessment and monitoring processs, Teacher/Classroom Observation, and Schedule.</p> <p>B. Monitoring Lesson Plans, Quarterly Plans, Re-teaching Plans, Assessment Data using a prinicipal's review log and Teachscape observation documentation</p> <p>C. Assessment Data including teacher made assessment, Teachscape observation documentation, benchmark assesments, classroom grades</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"/> 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>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review summative math grade level assessment and EOG data from 2008-2009	CF, Teacher, Principal	Math Data	9-30-2009
#2	Data Meeting to discuss results from 2008-2009	Principal, CF, Teacher	Focus List for Teacher	9-01-09
#3	Grade Level/Team Instructional Planning	Principal, CF, EC, Classroom	Quarterly Plans	9-30-09
#4	Grade Level/Team Pre-Assess and Post Assess student on specific objectives	CF, EC/Classroom Teachers	Assessment Data	Bi-Weekly
#5	Each grade level will create a re-teaching plan (teacher)	Grade Level chair, teacher, principal	Re-teaching plan	Bi-Weekly
#6	Re-Assess specific objective after re-teaching	CF, Teacher, Principal	Re-assessment score	Bi-Weekly
#7	Bi-weekly meetings with Curriculum Facilitator to analyze data and identify strategies/resources to improve achievement	CF, Teacher	Assessment Data	On-going/ Quarterly
#8	Reassess strategy using student achievement data and make adjustments as required	Principal	2nd Quarter Deployment Plan	Oct/Nov

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

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

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

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

The following data details the percentage of students that fall within the targeted areas in K-2.

This information relates to students that are in the following subgroups: SWD and FRL respectively.

	2009-2010
Kindergarten	3.2%/29.2%
First Grade	6.5%/36.9%
Second Grade	15.2%/47.5%

Subgroup EOG Math % Proficient Data for Students

	2007-2008	2008-2009	2009-2010	2010-2011
ALL	77.3%	88.6%	90.6% (2.0%)	90.6%
AFRICAN AMERICAN	58.5%	76.0%	82.3% (6.3%)	90.6%
ASIAN	68.2%	N/A	N/A	90.6%
WHITE	89.1%	95.2%	Met Goal	90.6%
FRL	60.0%	75.2%	81.9% (6.7%)	90.6%
LEP	55.6%	N/A	N/A	90.6%
SWD	37.5%	67.3%	80.0% (10.6%)	90.6%
SWD/FRL	53.2%	71.3%	80.0% (8.7%)	90.6%

Quarter 1

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)

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Target SMART Goal/Measure:

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By June 2010, Students with Disabilities proficient in math will increase by 10.6% from 80.0% to 90.6% as measured by K-5 summative math grade level assessment and End of Grade Test data.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - GOAL 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</p>	<p>1. What does the data tell us? Gaps in every subgroup in comparison to our "White" and "All" subgroups, 5.8% of white students and 24% of AA students were unable to demonstrate proficiency on the EOG math test. SWD made a 29.8% growth in math.</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? Class placement of students (past&present). Services of SWD & LEP students (quality). Reason students in these subgroups are not achieving proficiency. Specific areas or strands that need to be addressed to eliminate the achievement gap. Attendance.</p> <p>3. Celebration(s)? Met AYP 2008-2009. All subgroups showed growth. SWD grew 29.8% in math. 2006-2007 we were one of the most improved schools and met growth.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Improve test scores in all subgroups (especially SWD and FRL). Level 4 students show growth -AL.</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)	To initiate an in class (inclusion) model that incorporates team teaching (EC and regular ed.) for k-5 targeted students identified as SWD.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	EC teachers, Teachers with inclusion classrooms			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	GCS- EC program, Administrator, and EC teacher.			
Plan	Resources Needed during the current quarter	Time for professional development and team planning time.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	"What is inclusion?", introduction to different models of inclusion for new k-5 teachers, bi-weekly grade level meetings with the Curriculum Facilitator. Continuation of k-2 Math Toolbox Training focusing on Math Initiative, Math Instructional Model, How to use resources, using assessment to drive instruction.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent/Teacher/Student Conferences at the end of first quarter, IEP/PEP Conferences, invite parent volunteers to support the inclusion model in the classroom by tutoring, assisting with small group instruction, providing manipulative and other resources.			

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: 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. Schedule and Co-teaching model teacher/classroom observation</p> <p>B. Monitor lesson plans, quarterly plans, reteaching plans, assessment data using a principal's review log and Teachscape observation documentation</p> <p>C. Quarterly assessment data including teacher made assessment, Teachscape observation documentation, benchmark assessments, classroom grades</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>
Act/Plan	Target Goal Met?		<p>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>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>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	Teacher training on inclusion model	EC Teachers	Products and Presentation	09-30-09
#2	Cluster students for inclusion model implementation	Principal, Teacher	Class list roster	9/30/09
#3	Master Schedule supports co-teaching model for EC and Regular Ed teacher	Principal, SLT Chair	Master Schedule	09-10-09
#4	Review and establish IEP/PEP goals	EC & Regular Ed Teachers	IEP & PEP	09-30-09
#5	Implement best teaching practices for SWD inclusion	EC & Regular Ed Teachers	Lesson Plans, Observations	Ongoing
#6	Bi-weekly grade levels meetings with Curriculum Facilitator to discuss interim data results from classroom assessments and strategies to improve	Regular Ed Teachers, Curriculum Facilitator	Agenda from meetings	ongiong
#7	Quarterly Data Assessments	EC Teachers, Regular Ed Teachers, Principal	Data & IEP Goals	10-30-09
#8	Adjust interventions as needed based on data collection and analysis	EC & Regular Ed Teachers	IEP & PEP 2nd Quarter deployment	Oct/Nov

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#9				
#10				

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

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

Goal 2 Data Worksheet

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FRL	60.0%	75.2%	81.9% (6.7%)	90.6%
LEP	55.6%	N/A	N/A	90.6%
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Quarter 1

Quarter 2

Quarter 3

Quarter 4



Goals, Strategies, Monitoring and Budget

GOAL 3

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Supporting Data for SMART GOAL: See Goal 3 Data Tab

QUARTERLY ACTION PLAN - GOAL 3

Study		Quarter 1	Quarter 2	Quarter 3	Quarter 4
		<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</p>	<p>1. What does the data tell us? Gaps in ever subgroups in comparison to our "white" and "All" subgroups - 7.3% of "white" students and 23.2% of "AA" were unable to demonstrate proficiency in reading. The largest gaps were "SWD" and "FRL".</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? Class placement of students past and present, services of SWD and LEP students</p>	<p>1. What does the data tell us?</p>	<p>1. What does the data tell us?</p>	<p>1. What does the data tell us?</p>		
<p>3. Celebration(s)? Met AYP 2008-2009 all subgroups showed growth. SWD grew 29.8% in math. 2007-2008 High Growth. 2006-2007 1 of the most improved schools and made expected growth.</p>	<p>2. Not tell us?</p>	<p>2. Not tell us?</p>	<p>2. Not tell us?</p>		
<p>4. OFIs? OFIs: Opportunities For Improvement Continue to improve test scores in all subgroups especially SWD and FRL. Level 4 students show growth (AL).</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>		
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Plan	Identify Key Strategy (Approach)	Implement an intensive assessment and monitoring process for targeted SWD and FRL students that assesses student progress bi-weekly and provides students with an additional weekly 90 minute instructional period in reading provided by a certified teacher and/or teacher of exceptional children. Paid tutors and certified staff will be used to provide targeted intervention based on specific reading area of need (ie-phonics, vocabulary) Schoolwide reading incentive plan to increase independent reading time and reading buddy program to pair students up with peer reading support.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Curriculum Facilitator (Tamara Clarida)			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	N/A			
Plan	Resources Needed during the current quarter	Time to plan, progress monitoring data from formative assessments, instructional resources.			

Plan	Professional Development during the current quarter (Indicate title, content and audience)	N/A			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent/Teacher/Student Conferences at the end of the first quarter.			
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. Teacher/Classroom Observations, Schedule, DRA Assessment data</p> <p>B. Monitoring Lesson Plans, Quarterly Plans, Re-teaching Plans, Assessment Data using a principal's review log and Teachscape observation documentation</p> <p>C. Assessment Data including teacher made assessment, Teachscape observation documentation, benchmark assessments, classroom grades</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p><input type="checkbox"/> YES</p>
Act/Plan	Target Goal Met?		<p>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>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>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>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review summative reading grade level assessment and EOG data from 2008-2009	CF, Teacher, Principal	Reading Data	09-30-09
#2	Data Meeting to discuss results from 2008-2009	Principal, CF, Teacher	Focus list for Teacher	09-30-09
#3	Grade Level/Team Instructional Planning	Principal, CF, Classroom Teacher, EC	Quarterly Plans	09-30-09
#4	Grade Level/Team Pre-Assess and Post Assess student on specific objectives and/or area of need (ie-comprehension, fluency)	CF, Regular Ed Teacher, EC Teacher	Assessment Data	bi-monthly
#5	Each grade level will create a re-teaching plan or targeted intervention schedule (PEP)	Grade level chair, teacher, principal	Re-teaching plan, PEP's	bi-monthly
#6	Re-Assess specific objective after re-teaching or area of need based using progress monitoring technique	CF, Regular & EC teacher, Principal	Re-Assessment score, progress monitoring data	bi-monthly
#7	Certified staff with extra planning time trained on small group techniques and reading instructional strategies (based on their group's needs)	CF, Teacher, Principal	Tutoring guidelines	10-30-09
#8	School-wide reading incentive plan implemented with paired (K-2 with 3-5) reading buddies	CF, Administration	Reading buddy list	bi-monthly
#9	Communicate with parents regarding their child's progress in reading, instructional strategies (inclusion/co-teaching model), and ways they can support their child at home.	Regular & EC Teacher #10. Principal	Conference Form. #10. 2nd Quarter Deployment Plan	quarterly. #10. Oct/Nov
#10	Reassess strategy based on data and make adjustments as required	Regular & EC Teacher #10. Principal	Conference Form. #10. 2nd Quarter Deployment Plan	quarterly. #10. Oct/Nov

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 3 Data Worksheet

Supporting Data for SMART GOAL 3:

The following data details the percentage of students that fall within the targeted areas in K-2.

This information relates to students that are in the following subgroups: SWD and FRL respectively.

	2009-2010
Kindergarten	3.2%/29.2%
First Grade	6.5%/36.9%
Second Grade	15.2%/47.5%

Subgroup EOG Reading % Proficient Data for Students

	2007-2008	2008-2009	2009-2010	2010-2011
ALL	65.2%	78.2%	78.9% (0.65%)	79.5%
AFRICAN AMERICAN	43.9%	58.3%	68.9% (10.6%)	79.5%
ASIAN	43.2%	N/A	N/A	79.5%
WHITE	81.4%	89.3%	Met Goal	79.5%
FRL	38.2%	57.4%	68.5% (11.1%)	79.5%
LEP	25.5%	N/A	N/A	79.5%
SWD	27.6%	38.5%	59.0% (20.5%)	79.5%
SWD/FRL	33.2%	52.2%	65.9% (13.7%)	79.5%

Quarter 1

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
Valerie H. Bridges	Principal	On File	09/28/09
Penny Loschin	Certified Staff	On File	09/28/09
Tamara Clarida	Certified Staff	On File	09/28/09
Caroline Carpenter	Certified Staff	On File	09/28/09
Brooke Rothwell	Certified Staff	On File	09/28/09
Amy Brinkley	Certified Staff	On File	09/28/09
Chris Holbrook	Certified Staff	On File	09/28/09
Kristen Mueller	Certified Staff	On File	09/28/09
Marci Matchett	Certified Staff	On File	09/28/09
Victoria Townes	Certified Staff	On File	09/28/09
Suzanne Woodard	Certified Staff	On File	09/28/09
Victoria Plott	Certified Staff	On File	09/28/09
Margaret Sullivan-Brannon	Certified Staff	On File	09/28/09
Marilyn Newsome	Classified Staff	On File	09/28/09
Deb LeTourneau	Classified Staff	On File	09/28/09
Angie Besecker	Parent	On File	09/28/09
Marjorie Moton	Parent	On File	09/28/09
Jutonya Myers	Parent	On File	09/28/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/28/2009

Results (% Approval): 100%

Principal's Signature: on file

Date: 09/28/09

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: _____

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

LEA: Guilford County Schools

School: Jesse Wharton Elem

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

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

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		All students have recess at least 3 times a week for 20 minutes and physical education class 35-45 minutes once a week.		

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.			35 minutes a day for 180 days = 6300 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.			20 minutes a day for 180 days = 3600 minutes

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	

We have a School Health Advisory Council. Check all that apply.	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.	N/A			<p data-bbox="1640 1052 1999 1110">Need Assistance (Please describe.)</p>

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?
Code of Conduct Assembly	Administrators	September and May	Printed procedures		lower discipline referrals
Fire Drills	Administrators	Monthly	Radio and Evacuation Plans.	100.00 per radio	Timely exits under 90 seconds.
Identifying at risk students.	Administrators and CF	Summer and Fall	Classroom, CF, Guidance Counselor and Benchmark scores	N/A	AYP and ABC results
Days of Peace Bus Incentive Program	Administrators	Every 10 days	Bus Drivers	Incentives	Lower number of bus referrals and missed time from class/school

Additional Information

Narrative

Character Education Program: "COVEY CHARACTER COUNTS"

At Jesse Wharton Elementary school we believe that the whole child must be cared for and developed. We also know that a person's character is like the roots of a tree, they are often hidden but it is our foundation. We are a Covey School and each month, as a school, we focus on one of Stephen R. Covey's 8 Habits of Highly Effective People. In the beginning of each month we take time to teach, model and role play a new habit. Habits can be integrated into all subject areas throughout the day.

When students personify one of the habits the staff member will fill out a "Make it a Habit" form and turn it into the front office. The student will be recognized for their accomplishment. Each habit is aligned to North Carolina's Character Education Program and the months of the year -

August - Opening of the school year/Code of Conduct Assemblies by classroom (administrators meet with each class)/Introduce the Habits and school expectations

September - Habit 1: Be Proactive

October - Habit 2: Begin with the End in Mind

November - Habit 3: Put First Things First

December - Habit 4: Think Win-Win

January - Habit 5: Seek First to Understand, Then to be Understood

February - Habit 6: Synergize

March - Habit 7: Sharpen the Saw

April - Habit 8: Find Your Voice and Inspire Others to Find Theirs

May - Review of the Habits

The School Leadership Team and Fullan Team have been trained on the Habits each year and they in turn train the staff throughout the year. We are implementing additional ways to involve our students in the habits through such things as poster contest, skits on the morning show demonstrating the habits and ways to exhibit good character traits.