

School Name: JOHNSON STREET ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

We, the staff of Johnson Street Global Studies Magnet School, through designing and utilizing a curriculum rich in global studies and cultural awareness, are committed to providing a safe and supportive environment in which all students can reach their full academic and behavioral potential. We are committed to preparing our students to be successful citizens in a multicultural society.

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

- Each child has value.
- Students learn best when they are actively involved in learning.
- All children can learn.
- Students learn differently.
- Learning is strengthened through the use of technology.

School's Vision Statement:

All students at Johnson Street Global Studies will learn and succeed, thus empowering them to become world-class learners.

Self Assessment

Current AYP Status:

Not Achieved

Current ABC Status:

Expected Growth

(Synthesized Narrative from Self-Assessment Exercises)

Johnson Street Global Studies met Adequately Yearly Progress (AYP) as mandated by the federal No Child Left Behind legislation each year until 2007-08 when 13 of the 15 math goals were met. In addition, the school made "Expected Growth" on the ABCs of North Carolina and the attendance rate was 96.5%. For the 2008-2009 school year, Johnson Street met 20 of 21 AYP targets while achieving "Expected Growth."

Based upon the percentage of students who are eligible for free or reduced lunch, Johnson Street Global Studies is a Title I school. As a Title I school, Johnson Street reaches out to parents and actively strives to persuade parents to become active partners in their child's education.

The staff continually strives to improve student achievement in a variety of ways. Research-based initiatives such as Literacy First, Positive Behavior Support, and Fullan Training have been implemented over the years. Staff development opportunities allow teachers to learn how to incorporate the latest methodology into the classroom which will maximize learning and help students reach their highest academic potential. The staff will be implementing Marzano's "Classroom Instruction That Works" over the next three school years.

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 students in grades K-8 scoring at proficiency or above in math will increase from 67% to 90% as measured by the percentage proficient on math grades 3-8 EOGs as well as increase overall proficiency in K-2 as measured by quarterly 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.)

By June 2010, the percentage of Students with Disabilities scoring at proficient in math will increase by 10% from 61.5% to 67.65% as measured by EOG scores.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Non-proficient EC students will receive additional direct instruction in math through "Helping Understand Basics" (HUB) time.

Goal 2

Overall SMART Goal:

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

By 2011, the number of office referrals will decrease from 357 to 290 as measured by SWIS data. (10% per year)

Target SMART Goal/Measure:

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

By June 2010, the number of office referrals for defiance/disrespect/noncompliance will decrease from 101 to 91 (10% decrease) as measured by SWIS data.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Train all staff on the PBS process and classroom management strategies/ techniques and continue gathering data/evidence of effectiveness and areas for improvement.

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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By June 2010, the percentage of Students with Disabilities scoring at proficient in math will increase by 10% from 61.5% to 67.65% as measured by EOG scores.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN GOAL 1

		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?</p> <p>Our students haven't met AYP in math although they met ABC growth. We met AYP targets in all subgroups except students with disabilities.</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?</p> <p>On which standards and objectives our students are weakest based on performance</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)?</p> <p>We met ABC 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</p> <p>In addition to growth, we need to decrease the number of level 2 1SE students and bring them up to level 3s. We need to ensure that our students with disabilities meet their target goals in mathematics proficiency on the End of Grade (EOG) Tests.</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>
			<p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>4. OFIs? OFIs: Opportunities For Improvement</p>

Plan	Identify Key Strategy (Approach)	Staff will collaborate quarterly about the academic data for students with disabilities and non-proficient students will receive additional direct instruction in math via HUB			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Curriculum Facilitators, Teachers Math Coaches			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Current staff Math Coaches Study Island			
Plan	Resources Needed during the current quarter	Curriculum materials to support remedial math instruction			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	To be provided by curriculum facilitators on an individual basis. Math Initiative Training			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Hold a math night for parents in conjunction with other parent events.			
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>	A.	A.	A.	A.
		B.	B.	B.	B.
		C.	C.	C.	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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review EOG data with staff	Principal	Faculty Meeting Agenda	Early August
#2	Increase fidelity of the Math Initiative by observing math instruction and providing feedback.	Principal and Curriculum Facilitators	Student List/Class Observations	August/ongoing
#3	Standardize core schedule for K-5	Principal and Curriculum Facilitators	Updated Schedule	Early August
#4	Maximize use of HUB time to allow EC students to "double dip" for math instruction	Principal and Curriculum Facilitators	Updated Schedule	Early August
#5	Employ a math tutor to provide quality instruction for students needing additional assistance	Principal and Curriculum Facilitators	15-2 Assessments	Early September
#6	Restructure staff to maximize results by utilizing teachers trained in the math initiative	Principal	SIT Agenda	Early August
#7	Focus Professional Development on "Raising Rigor"	Curriculum Facilitators	SIT Agenda	Ongoing
#8	Review benchmark data at end of quarter and reevaluate student placement	SIT	SIT Agenda	End of 1st Quarter
#9	Determine next steps	SIT	SIT Agenda	2nd Quart Dep Pl.

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](#)

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Quarter 1

	2007-2008	Overall Goal (Year One)	Overall Goal (Year Two)	Overall Goal (Year Three)
All	67%	75%	83%	90%
	2007-2008	2008-2009	OneYear Target Goal	
Grade 3	72.5%	69		
Grade 4	65.9%	77		
Grade 5	51.7%	57		
Grade 6	66.7%	93		
Grade 7	72.6%	69		
Grade 8	70.4%	74		
EC		61.5%	67.65%	

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 number of office referrals will decrease from 357 to 290 as measured by SWIS data. (10% per year)

Target SMART Goal/Measure:

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

By June 2010, the number of office referrals for defiance/disrespect/noncompliance will decrease from 101 to 91 (10% decrease) as measured by SWIS 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? The data gives us detailed information about student behavior in the building.</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? What other factors may have contributed to student discipline issues.</p> <p>3. Celebration(s)? A majority of the discipline referrals include a limited number of students and teachers, allowing us the opportunity to specifically target those individuals for intervention.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Reduce the total number of referrals as well as targeted behaviors.</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)	Train all staff on the PBS process and classroom management strategies/ techniques and continue gathering data/evidence of effectiveness and areas for			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal/ PBS Team			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	PBS Team PBS Staff Development PBS Coach			
Plan	Resources Needed during the current quarter	PBS materials PBS planning time			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	District PBS training for Team. Staff training by PBS Team.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	PBS newsletter to parents			
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. Agendas, sign-in sheets, surveys, and observations of student behavior/school performance. B. Monthly SWIS reports. C. Monthly SWIS reports. Review and analysis of student behavior data and office referrals	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"/> Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review SWIS data with staff	Principal/PBS Team	Faculty meeting agenda and SWIS data	Early August
#2	Break down data by student/create student target list	PBS Team	Student List	Early August
#3	Train staff on PBS procedures for writing referrals/strategies to avoid disrespect/noncompliance.	PBS Team	Faculty meeting agenda and SWIS data	Early August/Ongoing
#4	Teach and reinforce Character Ed and incorporate Second Step program	Principal/PBS Team	Surveys completed by school counselor	Mid August/Ongoing
#5	Provide PD for teachers which address building relationships and classroom management	PBS Team	Professional Development plan	Ongoing
#6	Review data and determine next steps	Principal/PBS Team	PBS Team Agenda	End of 1st Quarter
#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				

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

[Click here to paste charts/tables from](#)

Quarter 1

2008-2009 SWIS Data:

3 Year Overall Goal Totals: 357 (2008-2009)
322 (2009-2010)
290 (2010-2011)

1 Year Target Goal Totals: 101 (defiance/disrespect) reduced to 91

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
Sue Elder	Certified Staff	On File	09/01/09
Laura Lyons	Certified Staff	On File	09/01/09
Trent Vernon	Principal	On File	09/01/09
Chaun Doak	Certified Staff	On File	09/01/09
Cynthia Green	Certified Staff	On File	09/01/09
Phyllis Lissner	Classified Staff	On File	09/01/09
Revita Lewis	Certified Staff	On File	09/01/09
Coshenda Clark	Certified Staff	On File	09/01/09
Kelli Staples	Certified Staff	On File	09/01/09
Marcia McDowell	Certified Staff	On File	09/01/09
Drucillia Fletcher	Certified Staff	On File	09/01/09
Claudia Eldridge	Certified Staff	On File	09/01/09
Keely Jordan	Parent	On File	09/01/09
Maxine Days	Parent	On File	09/01/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 9/8/2009

Results (% Approval): _____ 100%

Principal's Signature: _____ On File

Date: _____ 09/08/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ 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: Johnson Street 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 grade levels have scheduled recess/PE time each day.		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE over the 180-day school year.	Yes		K-5 = 2400minutes for a 200 day school calendar (extended year school) 6-8 = 4200 minutes total for 200 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.	Yes		All K-5 students are scheduled a recess and/or PE everyday for 30 minutes. Total = 6000 minutes of physical education. 6-8 =7000 minutes total for a 200 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.		Our school health/PE teachers work with the school nurse to provide health lessons	

	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.				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?
Character Education is taught at Grades Pre-K through 8th	School counselor and social worker; PTA sponsors recognition	Monday Morning Meetings and weekly classroom lessons	Resources are in place	Minimal-PTA	Increase in responsible students behavior and academics
Positive Behavior Support will be implemented (referral forms will be used for documentation of student referral incidents)	PBS Team, classroom teachers, PBS coach	School-wide discipline lesson plans for common areas	Lesson Plans Notebook	Minimal- Materials accessible	Decrease in number of office referrals and suspensions along with an increase in student achievement
Extended – Learning Programs: Daily Tutors for students that need extra help and support	Principal, Curriculum Facilitator, Social Worker, Content Area Teachers	2009-2010 School year	Title I and At-Risk budgets	\$29,000	Increased academic achievement and social/emotional skills necessary for daily success
Parental Involvement on School Improvement Leadership/and Title I teams	School Improvement Team, Title I Team, and principal (open ballot process and parental involvement training)	Spring 2010	Leadership Retreat/ Training	\$150	Increase the number of parent reps on our school leadership team
Use the IST (Intervention and Support Team) to identify, serve, and monitor the progress of at-risk students	Counselor, social worker, school psychologist, grade level teachers	2009-2010 School Year	Staff Development	None	Increased academic achievement and decreased number of EC referrals

Maintain the Crisis Management Notebook and keep documentation of fire/tornado drills, lockdown drill, OSHA, sanitation, playground and safety reports	Principal, SIMS (designee) Secretary	2009-2010 School Year	N/A	N/A	To maintain a safe environment and facility and to have an emergency plan in place in case of an actual emergency
To establish a "buddy" / mentor program that is compatible to the PBS program	PBS Team Principal Teacher buddies / mentors	2009-2010 School Year	N/A	N/A	To increase the academic achievement of students that need extra support

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: Johnson Street Elem

Requests for Waiver

1. Describe the waiver you are requesting.

Class size waiver in grades 4-12 (This excludes class limitation in grades K-3).

2. Identify the law, regulation or policy from which an exemption is requested.

NC General Statute Sec 115C-301(c) Maximum Class Size
NC General Statute Sec 115C-301 (d) Maximum Teaching Load

3. State how the waiver will be used.

The waiver will allow flexibility in grouping students in both skill and content areas. It will allow for more effective use of staffing, focusing on individual strengths of the faculty and staff.

4. State how the waiver will promote achievement of performance goals.

More effective teaching/learning will occur as schools are able to operate the master schedule with fluidity, moving students in and out of skill groups as assessments indicates. Waiver will allow best possible grouping for instruction.