

School Name: MCLEANSVILLE ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

As a school staff, it is our mission to graduate students who are prepared to become responsible citizens who are able to succeed in higher education or the career of their choice.

School's Vision Statement:

Working together as a learning community, we will create a nurturing and engaging environment for all students to become lifelong learners. It is our desire to prepare our students well for their futures; either in the world of work or education beyond high school.

Self Assessment

Current AYP Status:

Not Achieved

Current ABC Status:

No Growth

(Synthesized Narrative from Self-Assessment Exercises)

After reviewing achievement data, Teacher Working Conditions Survey results, Parent Survey results, and Student Survey results, our School Leadership Team identified several areas to focus on for continuous improvement. In reviewing our End of Grade Test data and Benchmark results, our school team identified gaps in student performance, particularly in the African-American and White subgroups in mathematics and reading. Our School Leadership Team determined a need to focus on these groups by building mentor relationships with children who are at or of not passing their End of Grade Tests in Math and/or Reading.

The School Improvement Plan for 2008-2011 will address SMART Goals for Mathematics and Reading, along with identifying target goals, strategies, and a deployment plan to address our targeted needs. In analyzing our data we noticed a significant discrepancy between All students and our African-American students in both reading and math, therefore, we thought assigning mentors to our Level I and II students would give these students support and encouragement that could be beneficial to their self-esteem which would hopefully carry over to their test scores. Also, with looking at our Level I and II students, we decided that a more hands-on approach would benefit them in their various learning styles, so our professional reading (*Worksheets Don't Grow Dendrite: 20 Instructional Strategies that Engage the Brain* by Marcia Tate) for teachers will enhance their knowledge on how to use brain compatible instructional strategies that are engaging for all students.

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 scoring proficient or above in math will increase from 63.4% to 88.6% as measured by EOG scores in order to meet 2010-2011 AYP target.

Target SMART Goal/Measure:

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

The percentage of students scoring proficient or above in math will increase incrementally in the African American subgroup from 53.8% to 63.8%, white subgroup from 69.5% to 81.3%, Free and Reduced Lunch subgroup from 55.7% to 66.2%, and Students with Disabilities subgroup from 29.3% to 39.3% by using EOG results.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Students will be taught strategies to help improve problem solving (ie, Use "The Great Eight," calculator functions, and mental math strategies)

Goal 2

Overall SMART Goal:

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

By 2011 the percentage of students scoring proficient or above in reading will increase from 51.5% to 71.5% as measured by EOG scores.

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.)

In 2009-2010 we will increase our reading goal by 10 points from 51.5% to 61.5% in our All subgroup, from 46.2% to 56.2% in our African American subgroup, from 58.9% to 68.9% in our White subgroup, from 42.0% to 52.0% in our Free and Reduced Lunch subgroup, and from 22.0% to 32.0% in our Students with Disabilities subgroup.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

K-2--DIBELS progress monitoring for our strategic/intensive students; 3-5--Paper and pencil administration of DIBELS for struggling readers

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

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</p> <p>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? We had growth in all subgroups from 2008 to 2009 in the 4th grade.</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? Some subgroup data by gradelevel is not available</p> <p>3. Celebration(s)? High growth in 4th grade.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Decrease in the gap between identified subgroups and our All subgroup.</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)	Students will be taught strategies to help improve problem solving (ie, Use "The Great Eight," calculator functions, and mental math strategies)			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal Curriculum Facilitator Math Impact Teacher Classroom Math Teachers All Support Teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Poster Board for mounting, Poster Machine and film for printing posters; Supplies already available			
Plan	Resources Needed during the current quarter	"The Great Eight" Problem Solving Posters			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Worksheets Won't Grow Dendrites: 20 Instructional... by Marcia Tate (Graphic Organizers and other strategies); Teacher Academy Team			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent/Teacher Conferences; Open House/Walk the Schedule Night; Leadership Team Meetings; Title I Team and Annual Meeting			

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. Early Release Day and GM agendas; K-2 Math Assessments; Work Samples of Strategies being used; IBM Assessments</p> <p>B. Teachscape and observation data based on daily instruction in the classrooms.</p> <p>C. Analysis of IBM data comparing what was taught with what was being assessed; Mini-assessment data analysis</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	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 08-09 data	SIP Goal Team	EOG Data	Sept. 09
#2	Use Math Impact Teacher for support of selected 2-5 students	Math Impact Teacher; CF	EOG Data	June 15, 2010
#3	Inform parents and keep them abreast of what is expected	Principal; CF; Teachers	Gradelevel Data Notebooks	June 15, 2010
#4	Implement County Math Initiative Across all grade levels	Principal; CF; Teachers	Lesson Plans	June 15, 2010
#5	Teacher Academy Team to present to staff	Teacher Academy Team	Documentation	Nov. 2009
#6	Implementation/Accountability of Math Stations K-5	Principal; CF; Teachers	Classroom Observations	June 15, 2010
#7	Fidelity in using Math Toolbox K-5 (Keeping Sharp, Indicators, etc.)	Principal; CF; Teachers	Classroom Observations	June 15, 2010
#8	"The Great 8" to be posted in all classrooms and/or distributed to all students	Principal; CF; Teachers; Bundy	Classroom Ob./Lesson Plans	Oct. 15, 2009
#9	Review 1st Quarter Interim Benchmark Data to determine success of strategies	Principal; CF, Teachers	1st Quarter IBM Data	Nov. 6, 2009

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

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

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

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

Data Source:

End of Grade Test

	<u>Spring 2008</u>	<u>Spring 2009</u>	<u>Spring 2010 Target</u>	<u>Spring 2011 Target</u>
Math				
All	65.2%	63.4%	73.4%	88.6%
AA	53.7%	53.8%	63.8%	73.8%
W	71.3%	69.5%	81.3%	91.3%
FRL	56.2%	55.7%	66.2%	76.2%
SWD	n/a	29.3%	39.3%	49.3%
Grade 3				
All	61.1%	55.3%	63.3%	71.3%
AA	52.9%	55.0%	63.8%	71.8%
W	73.9%	60.5%	81.9%	89.9%
FRL	48.6%	42.2%	54.5%	62.5%
SWD	n/a	31.6%	39.6%	47.6%
Grade 4				
All	64.3%	80.6%	88.6%	96.6%
AA	43.8%	68.4%	76.4%	84.4%
W	70.3%	92.0%	94.0%	96.0%
FRL	59.6%	71.1%	78.1%	86.1%
SWD	23.1%	57.1%	65.1%	73.1%
Grade 5				
All	68.5%	60.8%	76.5%	84.0%
AA	66.7%	31.3%	73.4%	81.7%
W	76.0%	69.2%	84.0%	92.6%
FRL	57.6%	58.6%	65.0%	73.6%
SWD	44.4%	18.8%	52.0%	60.4%

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:

(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.)

In 2009-2010 we will increase our reading goal by 10 points from 51.5% to 61.5% in our All subgroup, from 46.2% to 56.2% in our African American subgroup, from 58.9% to 68.9% in our White subgroup, from 42.0% to 52.0% in our Free and Reduced Lunch subgroup, and from 22.0% to 32.0% in our Students with Disabilities subgroup.

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? Our students are growing in reading every grade level and every subgroup.</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? Our Hispanic populations data; At this point in time we do not have DIBELS data for our K-2 students for 09-10.</p> <p>3. Celebration(s)? We are seeing growth in personal, school-wide, individual, and subgroup data.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Using inclusion with our ESL populations to target growth in reading.</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)	K-2--DIBELS progress monitoring for our strategic/intensive students; 3-5--Paper and pencil administration of DIBELS for struggling readers			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal Curriculum Facilitator Teachers Community Volunteers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Volunteers from the community to donate time to tutor to students			
Plan	Resources Needed during the current quarter	Volunteers to help tutor students; DIBELS progress monitoring tools; Printed materials from DIBELS			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Worksheets Don't Grow Dendrites: 20 Instructional Strategies to Engage the Brain by Marcia Tate			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Volunteers to read to and work with students			
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>	Mclasshome.com data/graphs to show results of progress monitoring	A.	A.	A.
	<p>B. What data will you use to determine if the strategy was deployed with fidelity?</p>	Mclasshome.com will be used to show student participation in progress monitoring	B.	B.	B.
	<p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	Growth of student individual needs on given assessments (NWF, PSF, ISF, ORF)	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"/> Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Organize, plan, and implement a school-wide reading "Fall Into Reading" Day	Principal, CF, classroom teachers	"Fall Into Reading" takes place	Oct. 30, 2009
#2	Continued use of AR and Bobcat Buddies to encourage independent reading	Principal, CF, classroom teachers	AR data of tests taken	June 15, 2010
#3	Implement Progress Monitoring for K-2 strategic and intervention students	Principal, CF, classroom teachers	www.mclasshome.com results	June 15, 2010
#4	Utilize paper and pencil DIBELS to assess/prescribe interventions for 3-5 EC	Principal, CF, classroom teachers	paper and pencil measures	June 15, 2010
#5	Review 1st Quarter Interim Benchmark Data to determine success of strategies	Principal; CF, Teachers	1st Quarter IBM Data	Nov. 6, 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 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Quarter 1

Data Source:

End of Grade Test

	<u>Spring 2008</u>	<u>Spring 2009</u>	<u>Spring 2010 Target</u>	<u>Spring 2011 Target</u>
Reading				
All	44.1%	51.5%	61.5%	71.4%
AA	43.9%	46.2%	56.2%	66.2%
W	47.5%	58.9%	68.9%	78.9%
FRL	38.1%	42.0%	52.0%	62.0%
SWD	n/a	22.0%	32.0%	42.0%
Grade 3				
All	35.2%	43.4%	53.4%	63.4%
AA	23.5%	35.0%	45.0%	55.0%
W	47.8%	55.3%	65.3%	75.3%
FRL	22.9%	28.9%	38.9%	48.9%
SWD	n/a	21.1%	31.1%	41.1%
Grade 4				
All	50.0%	67.7%	77.7%	87.7%
AA	37.5%	68.4%	78.4%	88.4%
W	59.5%	72.0%	82.0%	92.0%
FRL	50.0%	57.9%	67.9%	77.9%
SWD	23.1%	42.9%	52.9%	62.9%
Grade 5				
All	40.7%	48.1%	58.1%	68.1%
AA	60.0%	31.3%	41.3%	51.3%
W	36.0%	56.4%	66.4%	76.4%
FRL	33.3%	43.1%	53.1%	63.1%
SWD	11.1%	18.8%	28.8%	38.8%

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
Beverly B. Tucker	Principal	On File	09/18/09
Chelle Bundy	Classified Staff	On File	09/18/09
Kathy Bowie	Certified Staff	On File	09/18/09
Karen Scales	Certified Staff	On File	09/18/09
Ashley Parrott	Certified Staff	On File	09/18/09
Tricia Makar	Certified Staff	On File	09/18/09
Logan Breedlove	Certified Staff	On File	09/18/09
Jessica Brown	Certified Staff	On File	09/18/09
Jamie Lee	Certified Staff	On File	09/18/09
Amy Clapp	Parent	On File	09/18/09
Matokia Henderson	Parent	On File	09/18/09
Guy Patterson	Parent	On File	09/18/09
Zella Poole	Parent	On File	09/18/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/18/2009

Results (% Approval): 100%

Principal's Signature: Beverly Tucker - On File

Date: 09/18/09

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: Mcleansville 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.		Addressed in our Faculty Handbook and through our schedule.		

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.	All first through fifth grade classes receive physical education taught by a physical education teacher twice per week. Kindergarten classes have physical education taught by a physical education teacher once per week.		K- 1080 minutes 1-2 2160 minutes 3-5 3240 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.	All grades/ 30 minutes per day on Non P.E. days		K- 4320 minutes 1-2 3240 minutes 3-5 4860 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.		<p>School Staff work with our School Nurse to address individual needs or issues.</p> <p>Classroom teachers are responsible for teaching the Health curriculum to students as a part of the curriculum.</p>	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		X		
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	We are currently working to further implement staff exercise and wellness programs. Last year our school participated in the "Get Healthy Guilford" where three staff members completed the program. We hope to increase that number in the future.			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?
Educate students and families in regard to the GCS Student Code of Conduct and its implementation.	Principal and School Staff	Assembly--August 2009; Classroom discussions-- August/September 2009; Distribution of the GCS Code of Student Conduct-- August 2009	Student Code of Conduct books	District Provided	Returned sign off sheets indicating parents have reviewed/discussed rules/consequences with their student.
Implementation of Positive Behavior Support Guidelines to insure a safe and orderly climate throughout the school	Principal, School Staff, Parents, Students, and Community Partnerships	Throughout the school year	Staff Development and PBS Notebooks	Cost of Materials for notebooks \$200.00	Reduction in Office Referrals and Student Discipline. Positive changes in student behavior.
Recognize positive behaviors and cooperation through verbal praise, recognition, and material incentives.	Principal, School Staff, Parents, Students, and Community Partnerships	Daily, Bi-weekly, Quarterly, and End of Year	Certificates, Zipper Pulls, Tickets, Gift Cards, Ticket Trolley items, and plaques	\$2,000.00	Reduction in office referrals and student discipline; Student Survey results
Assignment of mentors to students who are deemed at risk of failure	Principal; Counselor; Mentors; Parents; Students	Sep-09	Mentors for regular contact with students, preferably with a minimum of bi-weekly contact.	Training cost for mentors \$100.00	Improved student achievement for identified students.

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: McLeansville Elem

Requests for Waiver

1. Describe the waiver you are requesting.

McLeansville Elementary School is requesting a class size waiver.

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

G. S.-115C-105.26b

3. State how the waiver will be used.

This waiver will be used to allow our school to schedule students in order to best meet their academic needs.

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

This waiver will allow our school to maintain cohorts of students when moving from one grade configuration to another. It will also help us to reduce the number of combination classrooms in our school.