

School Name: MILLIS ROAD ELEMENTARY
Guilford County Schools
2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

At Millis Road Elementary School, students will grow as responsible citizens prepared to succeed in higher education, careers, and life. We believe that... schools exist for students, each child has value, students respond to high expectations and students learn best when they are actively involved in learning

School's Vision Statement:

Millis Road Elementary is a school where community, students and staff foster a love of learning and ensure academic success for all students. We are committed to providing an environment for students that develops responsible and productive citizens.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Millis Road Elementary has continued to perform at a high level based on formative assessment data. The biggest challenge for the Millis Road Elementary staff is to find innovative and creative strategies to support our struggling students. While we have supported these students with in-school tutoring from certified tutors, study buddies, student cadets, Personalized Education Plans, and reinforcement software, the school must determine how to help them perform well on academic assessments.

The following information is based on results from AYP and ABC data. The number of students at Millis Road performing at a proficient level increased while the number of non-proficient students decreased for the 2008-2009 school year according to the math data received. These numbers reflect an overall academic growth pattern for our school with the exception of our Exceptional Children's population. This group performed significantly below our school percentage and continues to be one of our biggest challenges. While this group is not yet a sub-group as defined by NCLB, it is a growing population and concern, and thus, has become part of this plan.

An additional focus for Millis Road will be to reduce the number of retentions in our primary grades. Currently, we have 19 retained students K-2. We are examining alternative strategies to address this issue using DRA and Math Assessment data.

By addressing these issues, we believe that Millis Road will continue to perform at a high level and offer each child the best opportunity for success.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

BY 2011, Millis Road Elementary will increase math proficiency by five percentage points from 92.2 % to 97.2% for students in grades 3-5 as measured by EOG scores. MRE will increase math proficiency from 84% to 88% for students in grades K-2 as measured by year end math assessment 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.)

The percentage of K-5 EC students scoring proficient or above in math will increase from 58% to 65% by the end of the 2009-2010 school year, as measured by End of Grade (EOG) tests and year end summative math assessments. This will be accomplished by double dose instruction, in-school tutoring, student cadets, Personalized Education Plans, and reinforcement software.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Provide EC students in grades 3-5 with additional instructional support that includes both time in the EC resource room based on each student's IEP and time with the EC teacher in the regular education classroom utilizing the inclusion model.

Students not proficient in math will receive individualized resource and inclusion model services that include the modification of instructional strategies ,

Goal 2

Overall SMART Goal:

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

By 2011, Millis Road Elementary will reduce the number of retentions K-5 by 50% annually as measured by Guilford County School promotion standards.

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 K-5 being retained will decrease by 52% , from 19 to 9, by the conclusion of the 2009-2010 school year.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Implement a staff development opportunity and intervention/prevention framework to provide students identified as being at risk for retention with additional resources, interventions, and tutorials that support their academic success and progression.

Goals, Strategies, Monitoring and Budget

Goal 1

Overall SMART Goal:

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

BY 2011, Millis Road Elementary will increase math proficiency by five percentage points from 92.2 % to 97.2% for students in grades 3-5 as measured by EOG scores. MRE will increase math proficiency from 84% to 88% for students in grades K-2 as measured by year end math assessment 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.)

The percentage of K-5 EC students scoring proficient or above in math will increase from 58% to 65% by the end of the 2009-2010 school year, as measured by End of Grade (EOG) tests and year end summative math assessments. This will be accomplished by double dose instruction, in-school tutoring, student cadets, Personalized Education Plans, and reinforcement software.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - Goal 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.	<p>1. What does the data tell us? The data shows a gap in the math proficiency of students with disabilities in comparison to our "All" subgroup.</p>	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		<p>2. Not tell us? The data does not tell why students in this subgroup are not achieving proficiency . The data does not tell you the specific areas or strands that need to be addressed to eliminate the achievement gap.</p>	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		<p>3. Celebration(s)? The number of students at Millis Road performing at or above proficient levels increased while the number of non-proficient students decreased for the 2008-2009 school year.</p>	2. Not tell us?	2. Not tell us?	2. Not tell us?
		<p>4. OFIs? OFIs: Opportunities For Improvement We have the opportunity to continue our students' improved mathematics performance and close the gap in achievement between the SWD students and other students.</p>	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
		4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement

Plan	Identify Key Strategy (Approach)	<p>Provide EC students in grades 3-5 with additional instructional support that includes both time in the EC resource room based on each student's IEP and time with the EC teacher in the regular education classroom utilizing the inclusion model.</p> <p>Students not proficient in math will receive individualized resource and inclusion model services that include the modification of instructional strategies , techniques and materials including math manipulatives, and stations, that are based on research and experience and students' personalized learning goals (" I want to learn how to...") to meet the unique instructional needs of the targeted students.</p>			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	<p>EC teacher, Classroom Teachers</p>			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	<p>EC teachers working with classroom teachers, curriculum facilitator, tutors</p>			
Plan	Resources Needed during the current quarter	<p>PEP's, IEP's, pacing guide, SuccessMaker, math manipulatives, Math Initiative station materials, math publications for remediation (strategy books), GEMS</p>			

Plan	Professional Development during the current quarter (Indicate title, content and audience)	Staff Development for K-2 Toolbox, second grade math workshop Inclusion training for selected teachers			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Study Buddies, volunteers, student teachers, teacher cadets			
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. Teacher/student schedules for inclusion and resource support TeachScape walkthrough documentation of instructional strategies and differentiation Students' personalized learning goals for mathematics B. Teachers' schedule and lesson plan C. Successful completion of IEP goals in math. Achievement Series benchmark data and teacher-made assessments	A. B. C.	A. B. C.	A. B. C.

YES

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"/> YES If yes, change target goal in order to further impact the overall goal	<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"/> NO If no, check the appropriate action	<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 and update deployment plan for next Qtr	<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, but make improvements to deployment plan	<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"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify students to receive additional instructional support using assessment data	classroom and EC teachers	List of students' names	Sept 28 2009
#2	EC teachers create schedule for inclusion and pull-out with classroom teachers for targeted students	classroom and EC teachers	Schedule Completed and Implemented	Sept 28 2009
#3	Secure materials to be used in support of the instructional program in both the resource lab and classroom	curriculum facilitator, classroom and EC teachers	Materials available	Nov 1 2009
#4	Schedule time before/after school and during selected planning periods for regular education and EC teachers to meet at least two times per week to discuss individual students and instructional strategies	principal	Collaborative Planning Time in Master Schedule	Sept 28 2009
#5	EC/Classroom teaching teams identify modifications and strategies that will be implemented with individual students	classroom and EC teachers	Individualized Student Plans	Sept/Oct
#6	EC and/or classroom teacher meet with individual students to establish personalized learning goal based on assessed needs.	classroom and EC teachers	Student Goal Sheets	Sept/Oct
#7	Develop and implement a system of data collection and progress monitoring	curriculum facilitator, principal, team leaders	Data Collection Protocol	Oct/Nov
#8	Monitor progress of students and analyze results every 4 1/2 weeks as part of the IEP process and consideration for (a) continuation of support, (b) exiting the additional support (c) moving to a more increased level of instructional support	classroom and EC teachers	Student Goal Sheets	ongoing
#9	On-going assessment and analysis by teacher	classroom and EC teachers		ongoing

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

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal
 Math EOG Subgroups Grades 3-5 & SWD Math Proficiency
 All America Indian Asian Black Hispanic Multi-racial White EDS LEP SWD
 # of students 224 0 22 48 9 14 131 50 13 20
 # of students tested 224 0 22 48 9 14 131 50 13 20
 % tested 100% * * 100% * * 100% 100% * *
 Met 95% target goal Met No Data Insuf. Data Met Insuf. Data Insuf. Data Met Met Insuf. Data Insuf. Data
 # tested students (full acad. Year) 218 0 20 44 9 14 131 47 12 19
 % Proficient 58%
 * not calculated due to insufficient data (less than 40 students in the subgroup)

SWD 2006-2007 2007-2008 2008-2009
 # of students tested 22 19
 % proficient 72.7% 58%

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

Students Retained in 2008/2009

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Number of Students Retained	11	0	7	1	0	0

Number/ Percent of Retained Students in Grades K-5

Year	Grade	Number	Percent
2006/2007	K-5	9	1%
2007/2008	K-5	11	2%
2008/2009	K-5	19	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.)

The percentage of students K-5 being retained will decrease by 52% , from 19 to 9, by the conclusion of the 2009-2010 school year.

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 shows that 19 students did not meet grade level standards.</p> <p>2. Not tell us? The data does not tell the cause of why these students were unsuccessful.</p> <p>3. Celebration(s)? 96% of all students did meet grade level standards.</p> <p>4. OFIs? OFIs: Opportunities For Improvement We have the opportunity to improve our promotion rate.</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	<p>Identify Key Strategy (Approach)</p>	<p>Implement a staff development opportunity and intervention/prevention framework to provide students identified as being at risk for retention with additional resources, interventions, and tutorials that support their academic success and progression.</p>			
Plan	<p>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</p>	<p>K-5 teachers, assistants, EC teachers, CF, Study Buddies</p>			
Plan	<p>Resources Available during the current quarter (include \$ encumbered and name of budget)</p>	<p>At Risk Funds</p>			

Plan	Resources Needed during the current quarter	PEP's, IEP's, pacing guide, Study Island, math manipulatives, Math Initiative stations, ESOL, GEMS2, DRA's, K-2 Assessments			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Staff Development for K-2 Toolbox, Literacy Framework, GEMS2			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Study Buddies, volunteers, student teachers, assistants, CF, Critical Friends			
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's lesson plans TeachScape Peer Observations</p> <p>B. Achievement Series benchmark data and teacher-made assessments, DRA's, Phonological and Phonemic Assessments, K-2 Quarterly Math and Writing Assessment Data.</p> <p>C. Achievement Series benchmark data and teacher-made assessments, DRA's, Phonological and Phonemic Assessments, K-2 Quarterly Math and Writing Assessment Data.</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>
	Act/Plan	Target Goal Met?		<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	Identify students at below grade level expectations in reading and mathematics in grades K-2. Assess K-2 students using DRA screening, math tool kit assessments, and writing assessments and identify students below grade level in their overall performance and at risk of recommendation for retention	Classroom teachers, principal, CF, SIT members, Retention Committee	Literacy First Data, DRA's, QRI's	ongoing
#2	Develop and facilitate a professional development activity regarding the advantages and disadvantages of grade level retention in grade level teams.	Denise Stephens SIT Members	Principal, CF and SIT members	Oct MGM mtg
#3	Grade levels develop a list of alternative strategies and interventions that may be used to support students ' progress and performance when a student is identified as at risk for grade level retention.	Classroom teachers, principal, CF, SIT members	List of strategies	on file
#4	Group students for intervention and remediation that may be provided by the curriculum facilitator, tutors, classroom teachers, and/or other school wide supports (teacher cadets, study buddies, parent volunteers)	Classroom teachers, CF	Student groups	Oct 23rd
#5	Re-assess students who receive interventions quarterly and monitor their progress. Make the determination to (a) continue the support, (b) exit the additional support (c) move to a more increased level of instructional support	Classroom teachers and tutors	Student Assessment Data	ongoing
#6	Monitor the delivery of services to targeted students by observation, walkthroughs, TeachScape, peer observations and lesson plans.	Principal, CF, and teachers	FODA'S, TeachScape summaries	ongoing
#7	Analyze assessment results	Classroom teacher, tutors, principal, Cf	DRA/ K-2 assessments, writing baseline	quarterly
#8	Re-assess the strategies based on assessment data and adjust the deployment plan for the next quarter	Classroom teachers, SIT members, principal	DRA/ K-2 assessments, writing baseline	quarterly

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
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Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
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Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
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Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Quarter 1

Supporting Data for SMART GOAL: Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

Math EOG Subgroups Grades 3-5 & SWD Math Proficiency

	All	America Indian	Asian	Black	Hispanic	Multi-racial	White	EDS	LEP	SWD
# of students	224	0	22	48	9	14	131	50	13	20
# of students tested	224	0	22	48	9	14	131	50	13	20
% tested	100%	*	*	100%	*	*	100%	100%	*	*
Met 95% target goal	Met	No Data	Insuf. Data	Met	Insuf. Data	Insuf. Data	Met	Met	Insuf. Data	Insuf. Data
# tested students (full acad. Year)	218	0	20	44	9	14	131	47	12	19
% Proficient										58%

* not calculated due to insufficient data (less than 40 students in the subgroup)

SWD	2006-2007	2007-2008	2008-2009
# of students tested	22	19	
% proficient	72.7%	58%	

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
	Drop Down Menu		
Russell Harper	Principal	On File	8/22/2008
Linda Holden	Curriculum Facilitator	On File	8/22/2008
Shana Izurieta	Teacher	On File	8/22/2008
Mandy Bledsoe	Teacher	On File	8/22/2008
Jana Ritter	Teacher	On File	8/22/2008
Linda Daniels	Teacher	On File	8/22/2008
Beverly Lucas	Teacher	On File	8/22/2008
Cynthia Cobb	Teacher	On File	8/22/2008
Cheryl Gleason	Teacher	On File	8/22/2008
Denise Stephens	Teacher	On File	8/22/2008
Denise Damron-Hinkle	Teacher Assistant	On File	8/22/2008
Christopher Dooley	Parent	On File	8/22/2008
Suzanne Bell	Parent	On File	8/22/2008

(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: _____ 08/22/08

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ On File

Date: _____ 09/24/09

Approved by GCS Board of Education:

Date: _____

Quarterly Review Team Members Signatures

The following team members collaborated with school staff to review the School Improvement Plan for our school:

Name	Position or Role	Signature	Date
	Drop Down Menu		
Russell Harper	Principal	On file	8/22/2008
Linda Holden	Curriculum Facilitator	On file	8/22/2008
Shana Izurieta	Teacher	On file	8/22/2008
Mandy Bledsoe	Teacher	On file	8/22/2008
Jana Ritter	Teacher	On file	8/22/2008
Linda Daniels	Teacher	On file	8/22/2008
Beverly Lucas	Teacher	On file	8/22/2008
Cynthia Cobb	Teacher	On file	8/22/2008
Cheryl Gleason	Teacher	On file	8/22/2008
Denise Stephens	Teacher	On file	8/22/2008
Denise Damron-Hinkle	Teacher Assistant	On file	8/22/2008
Christopher Dooley	Parent	On file	8/22/2008
Suzanne Bell	Parent	On file	8/22/2008
Michelle Hamilton	Parent	On file	8/22/2008
Linda Pritchett	Parent	On file	8/22/2008
Ann Garland	Parent	On file	8/22/2008

(i.e. Instructional Improvement Officer, Curriculum Officer, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)

(i.e. Regional Superintendent, Regional Executive Director, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)

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

LEA: Guilford County Schools

School: Millis Rd Elem

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

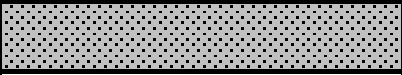
(Healthy Active Children (HAC) Policy, #HSP-S-000)

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.		30 minutes to 1 hour five days per week (5,400 – 10,800 minutes)		

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.	30 minutes to 45 minutes one day per week		
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.	30 minutes to 1 hour five days per week (5,400 – 10,800 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.		Yes	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		Yes		
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	Running Club is available for fourth and fifth grade students.			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?
CHAMPS - Responsible Discipline	CF and administrator	August and re-visited 2nd semester.	CHAMPS documents and notebooks		Safe and orderly environment.
Fire Drills/Severe weather	Administrators	Monthly/Severe weather month	Radios and Evacuation Plans	\$100.00 per radio	Timely exits - under 90 seconds.
Lockdown procedures	Millis Road Staff	August/January	Color-coded cards	N/A	Safe school

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: Millis Rd Elem

Requests for Waiver

1. Describe the waiver you are requesting.

None

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

N/A

3. State how the waiver will be used.

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