

School Name: MOREHEAD ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Morehead Elementary School will ensure that every student has the opportunity for a high quality education through mastery of academic skills integrated with both the visual and performing arts and begins to develop the skills essential for a successful life as a productive citizen while gaining respect and understanding for self and others.

School's Vision Statement:

Morehead Elementary is committed to providing a caring, nurturing, and challenging program of learning for each student. We encourage parents to take an active role in the education of our children as we work collaboratively to achieve success for each child.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Morehead Elementary School has met AYP for the past seven years with an overall proficiency level increase from 72% to 85% in the past seven years. We are demonstrating a steady rate of improvement in our ability to meet the academic needs of a very diverse student population. Data indicates that we are making excellent progress in reducing the minority achievement gap. The staff is committed to using proven instructional strategies to deliver a high quality instructional program for all of our students.

Morehead has benefited from strong parental-community support and participation. We have partnerships with UNC-G and Greensboro College (interns and students teachers) and with a group of student volunteers from the Speech Pathology department at UNCG. Certified tutors work with at-risk students during the regular school day. In addition, PTA volunteers are working closely with classroom teachers to provide one-on-one or small group assistance to designated students.

While all of Morehead's subgroups met their AYP goals during 08-09 school year it was the second year that Morehead Elementary qualified for an ESL subgroup.

Morehead showed progress during the 08-09 school year in the following areas:

- Our ESL subgroup made AYP for the 2nd year
- Overall Proficiency increased 11 percentage points, Reading increased 14.2 percentage points and math increased 7.9 percentage points.

Morehead's areas of improvement for 09-10 are in the following areas:

- LEP student population continues to increase and continued focus is needed to ensure academic success.
- K-2 math proficiency is not as high as our 3-5 proficiency.
- Teacher will focus on math stations to strengthen math skills and concepts.

The academic performance of students continues to improve. We have targeted our Level I and II students to receive focused interventions through cooperative learning at math and literacy stations.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

Overall SMART Goal:

By 2011, 95% of the students in grades K-5 will be at or above grade level in math as measured by EOG scores and K-2 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 2009, the number of level I & II students' proficient in math will decrease by 20% in grades third through fourth from 28 to 22 students and Kindergarten through second from 35 to 28 as measured by EOG scores and K-2 assessments.

By June 2010, 90% of students in grades K-5 will be at or above grade level in math as measured by EOG scores and K-2 assessments

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Continue to implement cooperative learning strategies during math instruction and increase the use of math stations(especially during the newly implemented IE time) to enrich, remediate, and accelerate student performance.

Goals, Strategies, Monitoring and Budget

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 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? 76% of our K-2 students in 2008-09 were proficient in Math. 95% or greater were proficient in grades 3-5. Current 1st graders are at 87% proficiency, current 2nd graders are at 81% proficiency, and current 3rd graders are at 65% proficiency. Our current 4th graders are at 99% proficiency and our current 5th graders are at 89% proficiency.</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 variance in the K-2 assessments(particularly the length of the 2nd grade summative assessment) and the EOG tests are difficult to compare.</p> <p>3. Celebration(s)? We had high growth and made AYP in all subgroups. Our ESL subgroup made AYP in 2008-09 by hitting the target and in 2007-08 they had made it through Confidence Interval. We moved from designation as School of Progress to School of Distinction with a performance composite score of 85.8%.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Current 3rd graders scored at 65% proficiency on the 2nd grade Summative Math Assessment. We will need closely monitor these students and provide interventions to ensure mastery of grade level math objectives and goals.</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	<p>Identify Key Strategy (Approach)</p>	Continue to implement cooperative learning strategies during math instruction and increase the use of math stations(especially during the newly implemented IE time) to enrich, remediate, and accelerate student performance.			

Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Classroom teachers, Curriculum Facilitator, and Principal			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Parents volunteers, math toolkits, Math Initiative Lessons, GEMS, manipulative kits, support staff, Supersource CD, and scheduled IE periods			
Plan	Resources Needed during the current quarter	Marcy Cook Math Materials and other materials that would support center creation			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	September 22nd...Early Release Day: Math Stations			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent volunteers to help make math station activities			
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. Quarterly K-2 math assessments and 3-5 Benchmark assessments</p> <p>B. Grade level discussions and planning/principal, intern and CF observations and walk-throughs</p> <p>C. Teacher feedback and reflection regarding the use of IE time to implement effective math stations. Even though teachers will be comparing different groups of students, we will examine student performance on the quarterly assessments last year as compared to this year to see if the cific trends or patterns. Examination of quarterly assessment data as it relates to specific mastered objectives for which stations were heavily utilized will yield informative data.</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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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	Creation of Intervention/Enrichment(IE) periods.	Principal, CF, teachers	time blocks as measured by the master schedule	August 20, 2009
#2	Ensure that IE time and math stations are a major focus during grade level meetings this quarter	Principal, CF, teachers	agendas from grade level meetings	Ongoing at weekly grade level meetings
#3	Examine budget and determine which Marcy Cook math materials teachers would like to order.	Principal and CF	purchase orders	9/28/2009
#4	Place order for Marcy Cook and other related Math Station materials.	Principal	purchase orders	October 2, 2009
#5	September 22nd Early Release Day focused on creation of math stations during IE block.	Principal, CF, teachers	Agenda for PD Early Release	
#6	Parent Volunteer Math Station Creation Day will be scheduled and coordinated by our SIT PTA Parents	PTA parents on SIT and parent volunteers, teachers, CF, and Principal	Sign-in Sheet and completed stations created on that day	TBD by PTA by September 22nd
#7	Implementation of Math Stations	teachers	lesson plans, observations, and walk-throughs to ensure implementation	October 1, 2009
#8	Examine data and determine next steps	teachers, CF, principal	created assessments, and student work samples	End of quarter

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:

Quarter 1

	2008-2009 % Proficient	2009-2010	2010-2011
Kindergarten	87%		
First	81%		
Second	65%		
K-2Total	77%		
Third	99%		
Fourth	89%		
Fifth	91%		
3-5 Total	93%		

Reading/Math/Science Goals of 2010 for Subgroups of Elementary & Middle Schools
 2010 Cohort: Based on 2010 11th day enrollment data and their 2009 academic performance: September 15, 2009

region	code	school name	Sub group	2010 Cohort Performance in 2009				Goal 2010: 10% Reduction of Level 1&2				Goal 2010: On Track Reaching 2012 Goals			
				reading	math	science	composite:rms	reading	math	science	composite:rms	reading	math	science	composite:rms
Central	472	Morehead E	All	80.4	94.2	71.1	83.8	82.4	94.8	73.9	85.4	83.4	95.1	75.4	86.2
Central	472	Morehead E	AA	67.2	87.9	57.1	73.6	70.5	89.1	61.4	76.3	72.2	89.7	63.6	77.6
Central	472	Morehead E	AS			60.0	60.0			64.0	64.0			66.0	66.0
Central	472	Morehead E	H	72.7	100.0	66.7	79.4	75.5	100.0	70.0	81.5	76.8	100.0	71.7	82.5
Central	472	Morehead E	M	90.9	100.0		95.5	91.8	100.0		95.9	92.3	100.0		96.1
Central	472	Morehead E	W	92.5	98.1	88.5	93.9	93.2	98.3	89.6	94.5	93.6	98.4	90.2	94.8
Central	472	Morehead E	FRL	67.2	92.5	54.1	74.3	70.4	93.3	58.6	76.8	72.1	93.7	60.9	78.1
Central	472	Morehead E	LEP	58.6	89.7	38.5	67.6	62.8	90.7	44.6	70.8	64.8	91.2	47.7	72.5
Central	472	Morehead E	SWD	35.7	78.6	36.4	51.3	42.1	80.7	42.7	56.2	45.4	81.8	45.9	58.6

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
Gay S. Citty	Principal	on file	9/21/2009
Susan Steen	Certified Staff	on file	9/21/2009
Jennifer Chickillo	Certified Staff	on file	9/21/2009
Quinne Neal	Certified Staff	on file	9/21/2009
Michelle Kampner	Certified Staff	on file	9/21/2009
Brian Walker	Certified Staff	on file	9/21/2009
Stephanie Gillie	Certified Staff	on file	9/21/2009
Laurie Haulenbeek	Certified Staff	on file	9/21/2009
Vicky Owens	Certified Staff	on file	9/21/2009
Kathy Ammann	Classified Staff	on file	9/21/2009
Ruth Roland	Certified Staff	on file	9/21/2009
Kelly Ashley	Certified Staff	on file	9/21/2009
Terry Ramsey	Parent	on file	9/21/2009
Ann Comfort	Parent	on file	9/21/2009
Leslie Kausch	Parent	on file	9/21/2009
Marion Bryant	Certified Staff	on file	9/21/2009

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 9/21/2009

Results (% Approval): _____ 95%

Principal's Signature: _____ on file

Date: _____ 09/21/09

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
Gay S. City	Principal	on file	09/21/09
Susan Steen	Curriculum Facilitator	on file	09/21/09
Jennifer Chickillo	certified staff	on file	09/21/09
Quinne Neal	certified staff	on file	09/21/09
Marion Bryant	certified staff	on file	09/21/09
Michelle Kampner	certified staff	on file	09/21/09
Brian Walker	certified staff	on file	09/21/09
Michelle Kampner	certified staff	on file	09/21/09
Laurie Haulenbeek	certified staff	on file	09/21/09
Vicky Owens	certified staff	on file	09/21/09
Kathy Ammann	classified staff	on file	09/21/09
Ruth Roland	certified staff	on file	09/21/09
Kelly Ashley	certified staff	on file	09/21/09
Leslie Kausch	parent	on file	09/21/09
Ann Comfort	parent	on file	09/21/09
Terry Ramsey	parent	on file	09/21/09

(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: Drop Down Menu

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

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

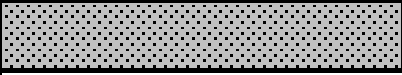
Please record your action steps.

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.		<ul style="list-style-type: none"> • Each teacher was provided with a copy of NC State Board Policy HSP-S-000 at the beginning of the year. • Each teacher submits a class schedule to show that recess is a part of the daily schedule. • Resource classes such as speech, ESOL, etc. are not scheduled during recess time. • The established expectation is that recess is a protected time. 		

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		<i>Physical education is taught to every student by a physical education teacher on a rotating basis for a total of 45 days @ 45 minutes per day for a total of 2025 minutes per year.</i>

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		<i>Physical activity and/or recess is provided for every student for at least 30 minutes per day. The total for 180 days is 5400 minutes. This is addition to the 2025 minutes listed above.</i>
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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.		X	

	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 will begin a running program, "Go Far" and will participate in the Physical Fitness assessments. More Health education and physical education opportunities are available in our after school program.			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?
Utilize IST modle to identify, serve, and monitor the progress of at-risk students.	IST and classroom teachers	ongoing	IST manual and forms. Staff development to train new members and to train whole staff on the next steps in the RTI process	none	90% of referrals will be completely processed annually.
100% of the staff will teach "Guidelines for Success" and expected behavior for all common areas of the school during the first week of school and periosically	principal and staff	ongoing	Responsible Discipline manual	none	100% of staff teaches expectations and "Guidelines for Success" to students and implements the strategies.
"Office Referral Form" and "Office Referral Policy: will be fully implemented.	RDP Team, principal, and staff	ongoing	RDP policies and Beth Woody(PBS director)	none	All office referrals will be documented utilizing the appropriate referral form.
Safety/Crisis Plan includes fire/tornado drills and lockdown procedures	Principal, staff, students, Crisis Team	ongoing	Annual Review of schoolwide crisis plan	none	100% of staff will be knowledgeable of Crisi Plan. 100% safety drills conducted monthly.
Parents, students, and staff will be surveyed to determine their perspective of the safety of the school environment	principal, staff, students, and parents	Annually each spring	surveys	cost of printing surveys	At least 80% of the respondents perceive Morehead to be a safe, orderly environment

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: Morehead Elem

Requests for Waiver

1. Describe the waiver you are requesting.

- Transfer Textbook Funds to Instructional Funds (411)
- Transfer Instructional Funds (411) to Textbook Funds

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

- G.S. 115C-105.25, Budget Flexibility, provides for maximum flexibility in the use of funds. When a school improvement plan is accepted under G.S. 115C-105.22, the local board of education may transfer and approve transfers of funds between funding allotment categories.

3. State how the waiver will be used.

- Provide appropriate materials and equipment that meet diverse student needs.
- Assist in efforts to close performance gaps among students. Enhance remediation and acceleration efforts utilizing appropriate materials and equipment.
- Students will not be denied access to a sufficient number of textbooks.
- Provide students a challenging curriculum.
- Focus on best practices.

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

- They will allow the purchase of instructional supplies needed to enhance the curriculum.
- They will allow the purchase of textbooks required of program initiated by SIP.
- Enhance remediation and acceleration efforts.