

School Name: NORTHERN ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

The Northern Elementary School Community nurtures its members through positive, goal-oriented experiences that inspire lifelong learning.

School's Vision Statement:

The Northern Elementary School Community will provide learning experiences that create productive citizens in a global society.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Northern Elementary School is a new school that began serving students in August of 2007.

In 2007-2008 Our student body is comprised of the following:

68% Caucasian 26% Economically Disadvantaged
23% African American 11% Students With Disabilities
5% Hispanic
3% Multiracial
1% Asian

In our first year, 2007-2008 our school met 18 out of 19 Adequate Yearly Progress targets. The target not met was math proficiency for Economically Disadvantaged Students.

In our second year, 2008-2009 our school made AYP by meeting 21 out of 21 targets. We added the Students With Disabilities subgroup in 08-09.

Proficiency rates on EOG are as follows:

MATH 09	MATH 08	READING 09	READING 08	
92.3 %	86.1%	80.9%	66.5%	All
93%	90.7%	87.9%	77.6%	Caucasian
85%	74.4%	64%	40.2%	African American
79.1%	68.2%	60.8%	39.8%	Economically Disadvantaged
71.4%	NA	38.7%	NA	Students With Disabilities

There were less than 40 tested students and no report for the following student groups: Hispanic, Multiracial, Asian

We are proud of our large improvements in 2008-2009.

We have cut our achievement gap between Caucasian and African American students in math from 16.3% to 8% and in reading from 37.4% to 23.9% .

We aim to continue closing that gap. We are concerned about our low proficiency rate for Students with Disabilities, especially in reading.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

By 2011 Northern Elementary School will increase the percentage of students scoring proficient or above in MATH from 92.3% to 96% as measured math 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.)

By 2010 the percentage of African American students, Free and Reduced Lunch students, and Students With Disabilities that are proficient in math will increase by the following amounts as measured by math EOG:

* AA will increase 3.6% from 85% to 88.6%

*SWD will increase 5.8% from 71.4% to 77.2%

*FRL will increase 4.9% from 79.1% to 84%

Supporting Data for SMART GOAL: See Goal 1 Data Tab**Key Strategy:**

Early intervention tutoring with concentration on:

*smaller groups

*communication

Goal 2

Overall SMART Goal:

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

By 2011 Northern Elementary School will increase the percentage of students scoring proficient or above in READING from 80.9% to 88.5% 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.)

By 2010 the percentage of African American students, Free and Reduced Lunch students, and Students With Disabilities that are proficient in reading will increase by the following amounts as measured by reading EOG:

* AA will increase 4% from 64% to 68%

*SWD will increase 11.3% from 38.7% to 50%

*FRL will increase 6.2% from 60.8% to 67%

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Implementation of DIBELS assessment and strategies in K-2. Guided Reading training and coaching in 3-5.

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	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?</p> <p>Economically Disadvantaged and Students With Disabilities show large gaps in math proficiency as compared to All</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>3. Celebration(s)?</p> <p>We have cut our achievement gap between Caucasian and African American students in math from 16.3% to 8%. We improved our overall proficiency by 6.2%. We met all AYP targets in math. We met our ABCs growth goals and are a School of Distinction.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>We need to continue to close the gap between AA and Caucasian students. We are 3.4% away from a composite score of 90% which would place us in the School of Excellence category as long as we continue to meet or exceed our growth 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	Identify Key Strategy (Approach)	Early intervention tutoring with concentration on: *smaller groups *communication *addition of K-2 *start in Sept			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Curriculum Facilitator Principal			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	*Student Accountability funds, \$5,000 *Local dollars in tutoring fund, \$18,000			
Plan	Resources Needed during the current quarter	Tutor pay calculated after identifying students and creating tutor schedule. Materials for tutors including calculators.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	GEMS training and Math Textbook training for classroom teachers			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent/Teacher conferences and PEPs for targeted students to be tutored by Sept. 30. K-16 math community participation with Northern Middle and High and UNCG.			
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
	Evaluation: A. What data will you use to determine if the strategy was deployed?	A. Tutor group rosters and schedule, PEPs signed by tutor	A.	A.	A.

Study	<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>B. Tutor group rosters and schedule, PEPs signed by tutor, logs completed by tutors, math assessments completed by tutor</p> <p>C. First quarter benchmark and assessment data for the tutored students. Pre and Post test data for tutored students.</p>	<p>B.</p> <p>C.</p>	<p>B.</p> <p>C.</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	Identify level I and II 4th and 5th graders in the targeted subgroups	CF	08-09 EOG data	Sept. 8
#2	Tell teachers who the targeted students are	Principal	Student database	Sept. 8
#3	Create tutoring groups and schedules, send parent perm forms	CF	Schedule	Sept. 8
#4	Hire tutors	CF	Schedule	Sept. 14
#5	Teachers create PEPs	Teacher	PEP	Sept. 21
#6	Tutoring begins	CF	Tutoring Log	Sept. 23
#7	Baseline assessments/pre-tests administered to tutees	CF/Tutors	Achvmt series assessment	Sept. 23
#8	Parent/Teacher conference with PEP	CF	Parent conference form, PEP	Sept. 30
#9	Assessments/post-tests administered to tutees	CF/Tutors	Achvmt series assessment	Oct. 20

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](#)

Quarter 1

All	07-08 NES	08-09 NES
reading	66.5	80.9
math	86.1	92.3
composit		86.6
White		
reading	77.6	87.9
math	90.7	93
AA		
reading	40.2	64
math	74.4	85
SWD		
reading	NA	38.7
math	NA	71.4
FRL		
reading	20.8	60.8

Quarter 2

reading	59.8	60.8
math	68.2	79.1

Quarter 3

Quarter 4

Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:

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

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*FRL will increase 6.2% from 60.8% to 67%

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - GOAL 2

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;">Study</p>	<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? Economically Disadvantaged and African American Students show large gaps in reading proficiency as compared to All. Students With Disabilities show an extreme gap.</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>3. Celebration(s)? We have cut our achievement gap between Caucasian and African American students by 14% points. We improved our overall proficiency by 14.4%. We met all AYP targets in reading. We met our ABCs growth goals and are a School of Distinction.</p> <p>4. OFIs? OFIs: Opportunities For Improvement We need to continue to close the gap between AA and Caucasian students. We must show drastic improvement to meet AYP goals for SWD.</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)	Implementation of DIBELS assessment and strategies in K-2. Guided Reading training and coaching in 3-5.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Curriculum Facilitator, Principal			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Staff Development Funds, \$8,000			
Plan	Resources Needed during the current quarter	Staff Development funds, Palm Pilots provided by GCS.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Training provided by GCS for DIBELS. Training and coaching provided by ERG for 3-5.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter				
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
	Evaluation: A. What data will you use to determine if the strategy was deployed?	Staff Development rosters, Assessment data created by teachers	A.	A.	A.

Study	B. What data will you use to determine if the strategy was deployed with fidelity?	Assessment data and intervention plans created by teachers, observations by CF, coaches, administration	B.	B.	B.
	C. What data will you use to determine if the strategy impacted the overall goal or target goal?	C. First quarter benchmark and assessment data.	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	DIBELS training	CF, trainer provided by GCS	Attendance rosters	8/20, 8/21
#2	DIBELS training	CF, trainer provided by GCS	Attendance rosters	9/22, 10/23
#3	Guided Reading Training	ERG	Attendance rosters	8/21, 9/22, 10/23
#4	QRI assessments administered to all 3-5 students	Classroom Teacher, Tutors	QRI results	9/30,
#5	Guided Reading Coaching	ERG consultants	Observation notes	10/9, 10/12
#6	First DIBELS assessment given to K-2 students	K-2 teachers	Assessment results	10/9,
#7	Guided Reading instruction begins for all 3-5 students	3-5 teachers	Lesson plans, group lists	9/28,
#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](#)

Quarter 1

All	07-08 NES	08-09 NES
reading	86.5	80.9
math	86.1	92.3
composit		86.6
White		
reading	77.6	87.9
math	90.7	93
AA		
reading	40.2	64
math	74.4	85
SWD		
reading	NA	38.7
math	NA	71.4
FRL		
reading	99.0	89.0

Quarter 2

reading	58.8	60.8
math	68.2	79.1

Quarter 3

Quarter 4

School Based Leadership Team Members Signatures

The following team members collaborated with school staff to develop the School Improvement Plan for our school (parents must be included):

Name	Position or Role	Signature	Date
Michelle McGee	Classified Staff	Signature on file	09/17/09
Jodie Mitchell	Classified Staff	Signature on file	09/17/09
Teresa Richardson	Principal	Signature on file	09/17/09
Stephanie Harris	Assistant Principal	Signature on file	09/17/09
Hillary Ward	Parent	Signature on file	09/17/09
Carrie Holbin	Parent	Signature on file	09/17/09
Michael Groves	Parent	Signature on file	09/17/09
Amy Lindley	Certified Staff	Signature on file	09/17/09
Dawn Benbow	Certified Staff	Signature on file	09/17/09
Lynette Johnson	Certified Staff	Signature on file	09/17/09
Amanda Thompson	Certified Staff	Signature on file	09/17/09
Barbara Hennigan	Certified Staff	Signature on file	09/17/09
Tim Brown	Certified Staff	Signature on file	09/17/09
Laura Worst	Certified Staff	Signature on file	09/17/09
Pam Harper	Certified Staff	Signature on file	09/17/09
Jeannine DuMond	Certified Staff	Signature on file	09/17/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/22/2009

Results (% Approval): 100%

Principal's Signature: signature on file

Date: 09/22/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: John Modest (on file)

Date: 10/02/09

Approved by GCS Board of Education:

Date: _____

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

LEA: Guilford County Schools

Sch 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.		A recess period for each class is included in the school's master schedule. Per district and school policies, physical activity is not taken away as punishment.		

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.	Each student receives Physical Education taught by our Physical Education teacher once every six days for 45 minutes per session. This totals approximately 1,305 minutes per 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.	Each student receives a 20 minute recess each day. This totals approximately 3,600 minutes per 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.		Yes	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
<p>We have a School Health Advisory Council. Check all that apply.</p>		Yes		
<p>What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.</p>				<p>Need Assistance (Please describe.)</p>

Safe Schools Plan

According to NC Code 115C-105.47, each school must have a comprehensive safe schools plan. The following are components of that plan:

- Student code of conduct and designated consequences for violating the code
- Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
- Procedures for identifying and serving the needs of students at risk of academic failure or of engaging in disorderly or disruptive behavior
- Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
- Measurable objectives for improving school safety and order
- Professional development clearly matched to the objectives for improving school safety and order
- Plans to work with local law enforcement and court officials to ensure safety
- Methods of providing a safe physical environment
- Parent involvement in planning for school improvement, safety, and alternative education placements
- School conducts a needs assessment annually (from students, teachers, parents, and staff) to determine their perceptions of school safety and climate
- School has programs, strategies and/or activities that promote good behavior/citizenship

Strategies for maintaining safe and orderly climate, addressing the needs of students at risk, and providing services for students assigned to alternative programs.

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
Provide all school staff and parents with handbooks	Administration	First week of school	Printing Costs	\$500	Signatures of receipt
Crisis Plan created and shared with staff	Administration and Crisis Team	By Sept. 8, 2009	GCS Crisis Manual, CPR, CPI, First Aid training	None	Fire Drill, Tornado, and Lock Down reports
Fire drills practiced at various times of day and sometimes with usage of secondary exits	Administration	At least once per month	Escape maps posted in all rooms	None	Fire Drill Reports
Monitor student arrival and dismissal at car line, bus area, and halls	Administration, Safety Patrol, and appointed staff members	Before and after school	Train safety patrol members	None	Duty schedules
Refer students at risk to the Intervention Support Team	Classroom teachers, Administration, Counselor	Ongoing	IST training	None	IST minutes

Administer parent, staff, and student surveys to monitor perceptual data as it pertains to school climate and safety	GCS, Administration, Governor's Teacher Working Conditions Survey	Second Semester	None	None	Survey data