

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

Vision Statement

School's Mission Statement:

Our school mission is to utilize the strengths of our staff, families and community to develop caring, competent students who enjoy learning, cooperating with others, and becoming productive independent citizens of the future.

School's Vision Statement:

Pilot Elementary School is dedicated to preparing today's children for success and independence in tomorrow's world.

Making Learning a Happy Challenge.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Pilot has shown recent success in math, with students achieving high growth status. Math instruction is departmentalized in grades 4 and 5. Teachers have engaged in system-wide staff development and applied the district math initiatives.

According to 2008-09 EOG scores, 87.8% of current 5th graders and 85.5% of current 4th graders are proficient in mathematics. Based on 08-09 4th quarter math assessments, 78.5% of current 3rd graders, 85.1% of current 2nd graders, and 92% of current 1st graders are proficient in math.

According to 2008-09 EOG scores, 69.3% of AA students and 69.2% of SWD in grades 3-5 were proficient in mathematics.

According to 2008-09 EOG scores, Pilot students made Adequate Yearly Progress and achieved High Growth in reading. We are departmentalized in reading for 4th and 5th grades, and we also offer additional reading support with flexible grouping based on student needs K-5.

Based on EOG scores from 2008-09, 70.1% of current 5th graders and 73.6% of current 4th graders were proficient in reading. Using 4th quarter 08-09 DRA scores, 80% of current 3rd graders, 76.5% of current 2nd graders, and 87.6% of current 1st graders were proficient in reading.

According to 2008-09 EOG scores, 55.7% of AA students and 44.2% of SWD in grades 3-5 were proficient in reading.

The root cause analysis revealed a strong correlation between teacher preparedness and student success. This is supported by results from the Teacher Working Conditions Survey. 76% acknowledge participating in ongoing follow-up from professional development activities that help improve teaching.

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 Pilot students scoring proficient in math will increase from 85% to 95% as measured by EOG scores and K-2 fourth quarter 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 2010, the percent of AA and SWD students proficient in math will increase by 4% as measured by EOG scores:

- AA from 69.3% to 73.3%
- SWD from 69.2%-73.2%

and on K-2 fourth quarter assessments:

- AA from 73.3% to 77.3%
- SWD from 57.8% to 61.8%

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Provide weekly math pull-out time for Level 1 and Level 2 African American Students and Students with Disabilities, in addition to regular math instruction time.

Goal 2

Overall SMART Goal:

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

By 2011, the percentage of Pilot students scoring proficient in reading will increase from 68.5% to 85%.

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 percent of AA and SWD students proficient in reading will increase by 6% as measured by EOG scores and K-2 DRA assessments.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Improve teacher preparedness to deliver reading instruction in the classroom.

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, the percentage of Pilot students scoring proficient in math will increase from 85% to 95% as measured by EOG scores and K-2 fourth quarter 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 2010, the percent of AA and SWD students proficient in math will increase by 4% as measured by EOG scores:

- AA from 69.3% to 73.3%
- SWD from 69.2%-73.2%

and on K-2 fourth quarter assessments:

- AA from 73.3% to 77.3%
- SWD from 57.8% to 61.8%

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? Whilst all subgroups made AYP, there is a need for increased proficiency among the African American students and Students with Disabilities.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us? Specific areas of need. For example, are students weak in problem solving, vocabulary, facts, etc.?</p>	<p>1. What does the data tell us?</p>	<p>1. What does the data tell us?</p>	<p>1. What does the data tell us?</p>
		<p>3. Celebration(s)? ALL subgroups made AYP and made High Growth.</p>	<p>2. Not tell us?</p>	<p>2. Not tell us?</p>	<p>2. Not tell us?</p>
		<p>4. OFIs? OFIs: Opportunities For Improvement Include increasing proficiency levels for AA students and SWD.</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>	<p>3. Celebration(s)?</p>
		<p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>4. OFIs? OFIs: Opportunities For Improvement</p>

Plan	Identify Key Strategy (Approach)	Provide weekly math pull-out time for Level 1 and Level 2 African American Students and Students with Disabilities, in addition to regular math instruction time.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Primary and Intermediate representatives Math Curriculum Team chairperson CF Principal			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	069 and 072 money will be used to pay for tutors School/PTA fund raisers			
Plan	Resources Needed during the current quarter	Manipulatives Pacing Guide (GEMS) Achievement Series			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	K-2 Math Toolbox Initiative (Cathy Strader will train the staff) Continue 3-5 Math Initiative			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Volunteers and Tutors will attend a "train the tutors" session			
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. Mid-quarter assessments; benchmark scores</p> <p>B. Verify rosters of student attendance at tutoring sessions with tutor or parent volunteer.</p> <p>C. Comparison of pre and post 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>	<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 to be served by tutors/small groups – from AA students and SWD -	CF, teachers	EOG and K-2 assessment scores	Sept.15,'08
#2	Enlist parent volunteers (Mathmagicians) and hire tutors	Principal, CF	List of volunteers and tutors	Sept.15,'08
#3	Assess areas of need for identified students by giving tests.	Curriculum Team, teachers	List of identified students	Sept.18,'08
#4	Decide upon groupings of students	CF, grade level teams	Placement test data	Sept.22,'08
#5	Train volunteers and tutors about using toolbox from math initiative.	CF, Curriculum Team representative	Attendance roster from training	Sept.22,'08
#6	Work with teacher schedules and schedule times for tutors to come in.	Tutors, teachers	Schedule	Sept.24,'08
#7	Begin pulling students out for small groups.	Tutors	Attendance roster	Sept.29,'08
#8	Track attendance at each pull-out session	Tutors, CF	Attendance roster	ongoing
#9	Reassess students on areas of need 4 weeks after beginning tutoring.	Curriculum Team, tutors	Progress test scores	Oct.27,'08

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

2008-09 EOG	3-5 total proficient	3 rd grade ACTUAL	4 th grade ACTUAL	5 th grade ACTUAL
All	85.6%	85.5%	87.8%	89.0%
AA	69.3%	68.1%	69.0%	72.5%
White	95.5%	>95.0%	>95.0%	94.5%
SWD	69.2%	76.0%	73.3%	66.7%
F/R	74.3%	77.0%	77.6%	72.5%
AS	92.3%	86.7%	>95.0%	>95.0%
Hisp	93.3%	>95.0%	80.0%	92.3%
Multi	72.2%	63.6%	90.9%	>95.0%

3-5 TARGET	Current (rounded)	2010 EOG	2011 EOG
All	86%	90.5%	95%
AA	69%	72.5%	76%
White	96%	100%	100%
SWD	69%	73%	77%
F/R	74%	77.5%	81%
AS	92%	96%	100%
Hisp	93%	--	--
Multi	72%	85%	97%

2008-09	K-2 total proficient	Kindergarten ACTUAL	1 st grade ACTUAL	2 nd grade ACTUAL	4 TH QUARTER ASSESSMENTS	Current (rounded)	2010 TARGET	2011 TARGET
All	85.2%	92.0%	85.1%	78.5%	All	85%	90%	95%
AA	73.3%	81.6%	75.5%	62.8%	AA	73%	74%	75%
White	95.5%	98.3 %	96.8 %	91.6 %	White	96%	--	--
SWD	57.7%	60.0%	70.5%	42.8%	SWD	58%	62%	66%
F/R	63.0%	77.5 %	71.6 %	40.0 %	F/R	63%	--	--
AS	97.4%	100 %	92.3%	100.0 %	AS	97%	--	--
Hisp	65.5%	90.0 %	66.6%	40.0%	Hisp	66%	--	--
Multi	75.8%	100.0%	58.3%	69.2 %	Multi	76%	--	--

Goals, Strategies, Monitoring and Budget

Overall SMART Goal:

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

By 2011, the percentage of Pilot students scoring proficient in reading will increase from 68.5% to 85%.

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 percent of AA and SWD students proficient in reading will increase by 6% as measured by EOG scores and K-2 DRA assessments.

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</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?</p> <p><i>Benchmark and DRA scores reveal the need for support.</i></p> <p>2. Not tell us?</p> <p>Areas in which teachers feel they need support.</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>3. Celebration(s)?</p> <p>ALL subgroups made AYP and High Growth.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>Opportunities for improvement include increasing proficiency levels for AA, SWD, and FRL students.</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)	Improve teacher preparedness to deliver reading instruction in the classroom.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal CF Curriculum Team			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	<ul style="list-style-type: none"> • Prof Development budget • Seven Keys to Comprehension books • Strategies That Work books • Other relevant resources 			
Plan	Resources Needed during the current quarter	Staff Development Days and Early release days; Training Materials			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Strategies for increasing phonemic awareness and developmentally appropriate spelling instruction presented to PK-5 teachers & Specialists.			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Communicate strategies to parents and community through newsletters, web pages, parent nights			
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.. Increased phonemic awareness as shown by DIBELS; improved reading and writing achievement levels on quarterly assessments.</p> <p>B. Grade level planning; classroom observations and walk-throughs by Principal, AP, reading teachers; curriculum team minutes</p> <p>C. DIBELS scores, DRA levels; 1st quarter benchmarks</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>	<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"/> Continue current strategy and identify new strategy</p>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Appoint Curriculum Team	Principal	Team roster	August
#2	Plan staff development	Curriculum team chair	Curriculum team minutes (topics)	August
#3	Train staff	Curriculum Team	Approved	20-Sep
#4	Appoint Curriculum Team	Curriculum team	Attendance roster, Prepared	9/23, 10/22
#5	Implement strategies in classrooms	All teachers	Teacher plans, Walk-throughs by	24-Oct
#6	Recruit volunteer parents/tutors	Curriculum team	DRA & benchmark scores	24-Oct
#7	Train parents to be Word Wizards	Curriculum team		
#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:

Quarter 1

2008-09 EOG	3-5 total proficient	3 rd grade ACTUAL	4 th grade ACTUAL	5 th grade ACTUAL
All	71.8%	73.6%	70.1%	72.4%
AA	55.7%	51.1%	52.4%	55.0%
White	84.3%	90.3%	81.3%	82.2%
SWD	44.2%	56.0%	40.0%	29.2%
F/R	52.2%	54.1%	51.7%	52.5%
AS	69.2%	66.7%	69.2%	72.7%
Hisp	66.7%	66.7%	60.0%	69.2%
Multi	66.7%	72.7%	72.7%	71.4%

3-5 TARGET	Current (rounded)	2010 EOG	2011 EOG
All	72	78.5	85
AA	56	62	68
White	84	90	96
SWD	44	50	56
F/R	52	58	64
AS	69	74	79
Hisp	67	73	79
Multi	67	73	79

2008-09	K-2 total proficient	Kindergarten ACTUAL	1 st grade ACTUAL	2 nd grade ACTUAL
All	83.9%	87.6%	76.5%	80.0%
AA	63.3%	71.4%	89.7%	68.5%
White	92.8%	96.6%	87.5 %	94.4 %
SWD	52.8%	80%	41.1%	37.5%
F/R	59.2%	65.0 %	64.1 %	48.5 %
AS	97.4%	100 %	92.3%	100 %
Hisp	55.5%	80.0 %	66.6%	20 %
Multi	78.6%	100 %	66.6%	69.2%

4 TH QUARTER ASSESSMENTS	Current (rounded)	2010 TARGET	2011 TARGET
All	81%	92%	95%
AA	77%	71%	75%
White	--	--	--
SWD	53%	60%	66%
F/R	--	--	--
AS	--	--	--
Hisp	--	--	--
Multi	--	--	--

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
Benny Ardoin	Parent	On file	08/20/08
Leslie Cullis	Parent	On file	08/20/08
Korina McGill	Parent	On file	08/20/08
Carole Neale	Parent	On file	08/20/08
Martha Parrish	Parent	On file	08/20/08
Jill Fossett	Certified Staff	On file	08/20/08
Caty Strader	Certified Staff	On file	08/20/08
Kris Biddle	Certified Staff	On file	08/20/08
Polly Westfall	Certified Staff	On file	08/20/08
Olivia Weyant	Certified Staff	On file	08/20/08
Christine Walters	Certified Staff	On file	08/20/08
Daphne Byrd	Certified Staff	On file	08/20/08
Shari Lindars	Certified Staff	On file	08/20/08
Pam Crump	Classified Staff	On file	08/20/08
Julie Kenny	Certified Staff	On file	08/20/08
Max Pope	Principal	On file	08/20/08
Stacey Thomas	Assistant Principal	On file	08/20/08

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____

Results (% Approval): _____ 100%

Principal's Signature: _____

Date: _____ 08/20/08

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____

Date: _____

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		
	Drop Down Menu		
	Curriculum Facilitator		
	Principal		
	Assistant Principal		

(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:

Pilot Elem

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

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

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		All students at Pilot receive at least 30 minutes of physical activity each day. Students receive 40 minutes of physical education with a certified physical education teacher once per week. The remaining 4 days the students receive 30 minutes of physical exercise through structured play on various areas outside.		

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.	X		1440 min.

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.	X		4320 min.
--	---	--	-----------

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.		The teachers at Pilot Elementary teach the health curriculum adopted by GCS through integration with other curriculum.	

	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.	Other areas of coordinated health programs would be Jump Rope for Heart, the Presidential Fitness Program, and the Project FIT program that are all coordinated by the PE teacher as well as the Fun Run that is being sponsored by the PTA this year.			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?
We will maintain a safe and orderly environment at Pilot Elementary. The GCS Code of Conduct as well as Pilot rules and guidelines will be followed to ensure	All Pilot staff members will be responsible for enforcing guidelines according to the Pilot standards.	DAILY throughout the school year.	None	N/A	Number of referrals to the office for discipline incidents as well as number of student suspensions from school.
We will identify students who are at-risk of academic failure due to disruptive behavior and provide additional support for them through a personalized	All teachers will identify students; support will be provided by additional grade-level teachers, guidance counselors, EC teachers, and	Teachers make daily observations. Behavior plans are written when necessary by the teacher with additional support when needed.	Continuous training through staff development to improve classroom management and writing effective behavior plans.	N/A	Success is indicated by fewer disruptive behaviors seen in classroom observations and quarterly report cards.
We will identify students who are at-risk of academic failure and provide additional support through a referral to IST (Intervention Support	All teachers will identify students who are at-risk of academic failure. Support will be provided by regular classroom teachers, EC teachers, guidance	Teachers will make classroom observations daily; IST will meet weekly to determine any additional needs of the student at-risk.	Continuous training for the IST and faculty at Pilot.	N/A	Success will be seen through classroom observations and quarterly student reports.
We will maintain a safe physical environment.	All staff members are responsible for maintaining safety in their classrooms. Periodic checks by administration and inspections done annually	DAILY in teacher classrooms; monthly fire drills and annual inspections by county fire marshal and state risk inspector.	N/A	N/A	Monthly fire drill reports, annual inspections performed by outside sources.

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: Pilot Elem

Requests for Waiver

1. Describe the waiver you are requesting.

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

3. State how the waiver will be used.

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