

School Name: SHADYBROOK ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Students will leave Shadybrook as responsible citizens prepared to continue their path of academic excellence.

School's Vision Statement:

Shadybrook's vision is to nurture and involve students in an environment that emphasizes cooperation, discovery, and enjoyment. Shadybrook's school community strives to develop educated and responsible citizens who possess positive self-esteem, show respect for others, and have an interest in lifelong learning.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Shadybrook has a supportive community and parent organization.

During the past three years, student achievement has increased at Shadybrook, primarily because of the implementation of best practices on a daily basis by our highly qualified and hard working staff. Shadybrook is also fortunate to have a strong base of parent and community support in the form of volunteerism and financial support. The strong relationship with our PTA allows Shadybrook's teachers and students the opportunity to receive funding for a variety of programs and projects. In this age of technology, Shadybrook teachers embrace technological advances. In fact, we have three staff members that volunteered for Cisco Training and received laptops and projectors.

There are approximately seventy students who will be attending Shadybrook during the 2008-2009 school year who live outside of our attendance zone. They have chosen to attend Shadybrook instead of magnet schools that are located in their neighborhoods. As a result, Shadybrook has a diverse school community with students from a wide array of cultures and backgrounds.

A major challenge we face in the coming year is to close the achievement gap between students with disabilities and their non-disabled peers in reading and math. As a result of a growing population of opt-out students, Shadybrook will have to implement supportive and effective discipline plans to continue making significant gains in order to make adequate yearly progress (AYP) and return to our status as an Honor School of Excellence.

This year we also intend to develop stronger business partnerships, as in the past Shadybrook has had three to four businesses that provided support and funds in behalf of school improvement.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

Shadybrook Elementary will increase the percentage of students making growth targets in math from 87.03 % to 92.03 % by 2011 as measured by the EOG scores and will increase the percentage of students making growth targets in K-2 from 87.2 % to 92.2 % by 2011 as measured by K-2 4th quarter summative math 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 2010, the students in grades 3-5 will maintain a proficiency level of at least 92.1 %. By June 2010, the students in grades K-2 will increase by 5.5 % from 84.5 % to 90%.

Target goal for 2010 Target goal for 2011

3-5 will maintain scores at a level of at least 92.1%.

K-2 will increase math scores by 5.5 % from 84.5 % to 90 %. 3-5 will maintain scores at a level of at least 92.1%.

K-2 will increase math scores by 2.2 % from 90 % to 92.2 %.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Staff members will collaborate quarterly about the academic data of SWD and FRL students.

Goal 2

Overall SMART Goal:

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

Shadybrook Elementary will increase the percentage of students in all subgroups making growth targets in reading from 70.4% to 75.6% by 2011 as measured by EOG and will increase the percentage of students making growth targets in K-2 from 76.5% to 80.1% by 2011 as measured by K-2 DRA.

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 2010, students in 3-5 will increase proficiency in reading from 72% to 73.6%. By June 2010, students in K-2 will increase proficiency in reading from 76.5% to 78.1%.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Implement daily small group reading instruction through Guided Reading, remediation, and enrichment during the instructional day in all grades.

Goals, Strategies, Monitoring and Budget

GOAL 1

Overall SMART Goal:

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

Shadybrook Elementary will increase the percentage of students making growth targets in math from 87.03 % to 92.03 % by 2011 as measured by the EOG scores and will increase the percentage of students making growth targets in K-2 from 87.2 % to 92.2 % by 2011 as measured by K-2 4th quarter summative math 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 2010, the students in grades 3-5 will maintain a proficiency level of at least 92.1 %. By June 2010, the students in grades K-2 will increase by 5.5 % from 84.5 % to 90%.

Target goal for 2010 Target goal for 2011

3-5 will maintain scores at a level of at least 92.1%.

K-2 will increase math scores by 5.5 % from 84.5 % to 90 %. 3-5 will maintain scores at a level of at least 92.1%.

K-2 will increase math scores by 2.2 % from 90 % to 92.2 %.

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? The data tells us that SWD and ED students continue to perform below that of other students. The discrepancy is greater in first and second grades.</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? Which objectives are difficult for these students and why there is a difference in assessments for first grade and if this is a trend.</p> <p>3. Celebration(s)? Many grade levels scored above the math goal. Upper grades did not show an achievement gap between Caucasian and African-American students. Also, students with disabilities and</p> <p>4. OFIs? OFIs: Opportunities For Improvement There is a larger achievement gap between subgroups and whole school performance in grades K-2. Vertical discussions in K-2 may be beneficial and being more systematic with monitoring EC subgroup.</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>

Plan	Identify Key Strategy (Approach)	Staff members will collaborate quarterly about the academic data of SWD and FRL students.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Foster, Conley, Slack, grade level chairs, EC staff			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Tutoring as available, Study Island			
Plan	Resources Needed during the current quarter				
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Classroom Instruction That Works: Marzano's best practices: for classroom teachers and EC teachers Increasing Rigor; teaching			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parents will have a conference with their child's teacher at least twice during the school year.			
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>	A. Comparison data of SWD, FRL, and All. Observation of students' math performance	A.	A.	A.
	<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.Meeting minutes</p> <p>C.Data from our student achievement database that shows whether or not the gap is decreasing. Student growth in target goal areas.</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	Communicate plan with staff.	Foster	Staff Mtg, MGM minutes	August 20, 2009
#2	Identify students in each subgroup.	Foster, Conley, Slack	Student Database	Sept. 15, 2009
#3	Identify students in each subgroup who are not proficient in math.	Teachers	EOG's and 2nd grade final assessments	Sept. 15, 2009
#4	Schedule MGM's for once or twice per month for all licensed staff, including EC and specialists.	Foster, Slack	MGM Schedule	Sept. 15, 2009
#5	Utilize manipulatives in all grade levels at least 3 times per week.	Teachers	Lesson plans and observations	June 11, 2009
#6	Incorporate small group instruction and/or remediation at least weekly.	Teachers	Lesson plans and observations	June 11, 2009
#7	Use quarterly data charts to revise groupings and plan for tutors.	Conley, Slack	Student Database and tutoring group schedules	Sept. 15, 2009
#8	Begin tutoring program.	Conley	Tutoring schedule, tutor timesheets	Sept. 15, 2009
#9	Evaluate tutoring program and effectiveness of improvement strategies and make needed changes.	Conley, Slack	Student achievement growth	October 30, 2009

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

Third Grade Subgroups	Percentage of Students Proficient			
	Reading GOAL	Reading Results	Math GOAL	Math Results
African-American	43.2%	48.3%	77.2%	79.3%
Caucasian	43.2%	83.1%	77.2%	94.4%
Free/Reduced Lunch	43.2%	54.1%	77.2%	78.4%
Students with Disabilities	43.2%	45.0%	77.2%	70.0%
All	43.2%	74.6%	77.2%	90.7%

Fourth Grade Subgroups	Percentage of Students Proficient			
	Reading GOAL	Reading Results	Math GOAL	Math Results
African-American	43.2%	78.6%	77.2%	92.9%
Caucasian	43.2%	87.5%	77.2%	91.7%
Free/Reduced Lunch	43.2%	61.5%	77.2%	79.5%
Students with Disabilities	43.2%	66.7%	77.2%	80.0%
All	43.2%	78.6%	77.2%	90.8%

Fifth Grade Subgroups	Percentage of Students Proficient			
	Reading GOAL	Reading Results	Math GOAL	Math Results

Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:

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

Shadybrook Elementary will increase the percentage of students in all subgroups making growth targets in reading from 70.4% to 75.6% by 2011 as measured by EOG and will increase the percentage of students making growth targets in K-2 from 76.5% to 80.1% by 2011 as measured by K-2 DRA.

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 2010, students in 3-5 will increase proficiency in reading from 72% to 73.6%. By June 2010, students in K-2 will increase proficiency in reading from 76.5% to 78.1%.

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? Most subgroups exceeded the goal in most grade levels.</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? The data did not tell us the specific objectives not mastered in K-2.</p> <p>3. Celebration(s)? Kinders and 2nd grade exceeded goal in every subgroup except SWD. 3-5 exceeded every goal.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Focus on FRL, AA, and SWD subgroups.</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)	Implement daily small group reading instruction through Guided Reading, remediation, and enrichment during the instructional day in all grades.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Classroom teachers and EC teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Reading Mastery, Corrective Reading, Tutoring, Study Island			
Plan	Resources Needed during the current quarter				
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Classroom Instruction that works; Marzano's best practices; for classroom teachers and EC staff Increasing Rigor; teaching			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parents will have conferences with their child's teacher at least twice during the school year.			
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. Class schedules for reading and lists of leveled groups, Study Island reports</p> <p>B. Observations, schedules, lesson plans, MGM's</p> <p>C. DIBELS, DRAs, QBA's</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>
	Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify students in each subgroup.	Foster, Conley	Student Database	August 20, 2009
#2	Identify students who are not proficient or at risk, including incoming kinders.	Teachers	DRA, QBA, teacher tests	August 20, 2009
#3	Group students according to levels and needs.	Teachers	Group lists	August 20, 2009
#4	Schedule and begin guided reading sessions.	Teachers	Schedule	Sept. 21, 2009
#5	Analyze deployment plan.	Principal/SIP team	QBA's, DRA's	October 30, 2009
#6	Evaluate deployment plan and make changes as needed.	Principal/SIP team	QBA's, DRA's	October 30, 2009
#7				
#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 paste charts/tables from](#)

Quarter 1

Percentage of Students Proficient				
Third Grade Subgroups	Reading GOAL	Reading Results	Math GOAL	Math Results
African-American	43.2%	48.3%	77.2%	79.3%
Caucasian	43.2%	83.1%	77.2%	94.4%
Free/Reduced Lunch	43.2%	54.1%	77.2%	78.4%
Students with Disabilities	43.2%	45.0%	77.2%	70.0%
All	43.2%	74.6%	77.2%	90.7%

Percentage of Students Proficient				
Fourth Grade Subgroups	Reading GOAL	Reading Results	Math GOAL	Math Results
African-American	43.2%	78.6%	77.2%	92.9%
Caucasian	43.2%	87.5%	77.2%	91.7%
Free/Reduced Lunch	43.2%	61.5%	77.2%	79.5%
Students with Disabilities	43.2%	66.7%	77.2%	80.0%
All	43.2%	78.6%	77.2%	90.8%

Percentage of Students Proficient				
Fifth Grade Subgroups	Reading GOAL	Reading Results	Math GOAL	Math Results
African-American	43.2%	76.2%	77.2%	95.2%
Caucasian	43.2%	88.1%	77.2%	97.6%
Free/Reduced Lunch	43.2%	65.4%	77.2%	92.3%

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
Dennis J. Foster, Jr.	Principal	On file	09/21/09
April Conley	Assistant Principal	On file	09/21/09
Erin Rock	Certified Staff	On file	09/21/09
Annette Johnson	Certified Staff	On file	09/21/09
Mary Somers	Certified Staff	On file	09/21/09
Tracy Barefoot	Certified Staff	On file	09/21/09
Allison Blanchard	Certified Staff	On file	09/21/09
Jessica Brown	Certified Staff	On file	09/21/09
David Kirkland	Certified Staff	On file	09/21/09
Melanie Slack	Certified Staff	On file	09/21/09
Bethany Blackmore	Classified Staff	On file	09/21/09
Melissa Busick	Parent	On file	09/21/09
Mariana Barbee	Parent	On file	09/21/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 09/22/09

Results (% Approval): _____ 98%

Principal's Signature: _____ Dennis J. Foster, Jr.

Date: _____ 09/22/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ on file

Date: _____ 09/25/09

Approved by GCS Board of Education:

Date: _____

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

LEA: Guilford County Schools

School: Shadybrook 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.		The Shadybrook Elementary School policy addresses that each student must receive 30 minutes of physical education each day and it may not be taken away as punishment. Each teacher submits a class schedule to show that recess is a part of the daily schedule.		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE over the 180-day school year.	X		Physical education is taught to every student by a physical education teacher one day per week for 40 minutes over a period of 36 weeks. K-5 students receive a total of 1620 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.	X		Physical activity and/or recess is provided for every student for at least 30 minutes per day. The total for 180 days are 5,400 minutes in addition to the 1620 minutes listed above.
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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 are continuing our Fitness Testing for grades 3-5. Students wear pedometers during PE class and in math for 4th grade to record their steps, adding up the number of miles. Students also participate in project fit with the PE instructor.			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?
Continue to review school rules and consequences. Reinforce the GCS Code of Conduct and Shadybrook Student Handbook.	Principal, AP, Classroom Teachers, and support staff	Daily	Discipline handbooks and Shadybrook Student handbook	PTA pays for Student handbook	Reduction in number of discipline referrals
Use positive reinforcement to encourage appropriate conduct and academic behaviors of students through school wide incentive program.	All Staff	Daily	Caught Being Good	None	Students will exhibit pride in their conduct and academics.
Fire Drills, Tornado Drills, and Lock down drills will be conducted as prescribed by the district.	Principal, Classroom teachers	Fire Drills-Monthly Tornado Drills and Lockdown Drills--at least annually	State Crisis Kit	None	Students and staff members will be knowledgeable about procedures in the event of an emergency. Time reports
Involve parents on SLT, IEP Teams, and PTA Committees to provide input for school improvement and safety	Principal, AP, PTA president and co-president, SLT Chairperson	Ongoing	None	None	Parent participation on school committees
Maintain Suicide Intervention Team to support school	Counselor, Principal, AP, and an additional staff member	Ongoing	Training of new members as needed	None	Ability to assist students/staff in time of crisis
Coordinate student safety patrol to assist in monitoring school-wide safety	Student Activities Committee	Ongoing	Safety belts, badges, and shirts	\$500 -some funds from PTA	Fewer discipline referrals during morning drop off
Inform staff about care for students with diabetes and Identify First Responders to aid in emergencies	Counselor and Principal	Ongoing	Handouts, video and staff development based on GCS training, CPR, First Aid, Blood Borne Pathogens Training	None	Attendance rosters and Certification by Red Cross

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: Shadybrook Elem

Requests for Waiver

1. Describe the waiver you are requesting.

- a) Textbooks (State Waiver)- Transfer to Classroom Materials/Instructional Supplies/Equipment are allowed. Policy Code 3430 (G.S. 115C-105.25).
- b) Class size (State Waiver)- class size and daily teacher load liminations in grades 4-12.
- c) Allow access to funds when our school has a teacher vacancy to be transferred to instructional or textbooks.

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

Students may be denied appropriate classroom materials and equipment needed for instruction. 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. For Class size waiver, (G.S. 115C-301). Policy Code for transferring of Staff Development funds 3430 (G.S. 115C-105.27)

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. Focus on Best Practices using Marzano, including Math Initiative, and Literacy Framework. Students will not be denied access to a sufficient number of textbooks. Provide students a challenging curriculum. Provide more focused interventions to at-risk students. Meet the needs of students Reduce performance gaps among targeted student populations.

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

They will allow the purchase instructional supplies needed to enhance curriculum. Waivers will assist in efforts to close performance gaps among students. Enhance remediation and acceleration efforts. They will allow the purchase instructional supplies needed to enhance curriculum

Additional Information

Narrative

One of Shadybrook Elementary School's important endeavors is to continually strive to provide respectful and responsive service to our families and community members. In order to do this, we have identified various ways we will provide this type of service. First, respectful and responsive service begins within our own school walls. Internally, we agree to be flexible and open-minded with one another. We will respect confidentiality, yet share information that is appropriate with each other so we can all work as a team and be proactive for children. We will also make an effort to compliment coworkers on successes, no matter how small. Externally, we agree to recognize positive achievements made by students through positive contacts to parents and we will also recognize community contributions by sending thank you notes to community members when they contribute time or resources.

Outstanding service also involves effective communication. We will strive to communicate regularly to staff, parents, and community members through a variety of methods including email, Webpages, Connect Ed, and newsletters to supplement face-to-face communication. We agree to listen first, then discuss topics or concerns. We will follow concerns through and not leave anything without resolution. We will make forms in the office more clear, such as sign-out forms and we will ask visitors with no badges how we can assist them, such as asking, "How can I help you?" and then explaining the process of visiting the office first.

We will make every effort to respond to concerns promptly. We will return calls or emails within 24 hours or within the next business day if it falls on a holiday or weekend. We will be prepared and be on time for our job duties. We will be efficient in our job requirements and we will grade assignments and return them in a timely manner.

In terms of feedback and recognition, we will give feedback in a specific manner and do so promptly. We will compliment children and fellow co-workers on successes. We will also take an interest in children's outside interests. One way we can do this is by continuing our mentoring program, Eagle Buddies.

Finally, we will make an effort to be ambassadors to our school. We will make positive comments about the school and the staff to others. We will share good news through our hospitality committee to GCS media. We will also get students involved with the community through our Student Activities and Council committee and by seeking out community projects in which we can participate as a school.