

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

Vision Statement

School's Mission Statement:

The mission of Southwest Elementary School is to help students develop the attitudes, behaviors, and cognitive skills they need to become responsible citizens.

School's Vision Statement:

Our school, parents, and community work together to provide a safe and inviting environment where all children can learn. Through this learning partnership, we share with our students a love for learning, respect for diversity, and commitment to developing the research, problem-solving, and communications skills needed to become lifelong learners.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

After an examination of the "preliminary data" for Southwest Elementary (SWE) School, it is evident that many of the "best practices and strategies" used by the SWE staff were successful in increasing the overall proficiency of students in the area of reading and math. However, SWE needs to continue to focus on the African American students and the Students with Disabilities subgroups' proficiency levels.

According to preliminary reading test results, the overall proficiency level in reading for all students at SWE has increased from 77.7% proficient in reading in 2007-2008, to 85.2% proficient in reading in 2008-2009 (gain of 7.5 percentile points).

According to the preliminary math test results, the overall proficiency level in math for all students at SWE has increased from 89.6% proficient in math in 2007-2008, to 95.1% proficient in math for 2008-2009 (gain of 5.5 percentile points).

In regard to the subgroup data, SWE targeted the African American and the Students with Disabilities subgroups for close monitoring and targeted intervention. Both subgroups showed improvement in all areas as shown below:

Reading - AA - 50.6% in 07/08; 71.8% in 08/09

Reading - SWD - 41.7% in 07/08; 56.2% in 08/09

Math - AA - 73.5% in 07/08; 89.0% in 08/09

Math - SWD - 66.1% in 07/08; 81.9% in 08/09

In regard to closing the achievement gap, the white subgroup scored 88.8% proficient in reading in 2008-2009, while the African American subgroup scored 71.8% proficient. This is a 17 point discrepancy. However, the previous year (2007-2008), the white subgroup scored 81.1% proficient in reading, while the African American group scored 50.6% proficient. This was a 31 point discrepancy. SWE reduced the discrepancy in reading between the white and African American subgroups by 14 points in one year.

In the area of math, the white subgroup scored 93.9% proficient in 2008-2009. The African American subgroup scored 89.0% proficient. There is a 4.9 point discrepancy for the 2008-2009 school year. However, in the previous year, the white subgroup scored 91.7% proficient in math, while the African American subgroup scored 73.5% proficient. There was a 18.2 point discrepancy between the two groups for 2007-2008. SWE was able to close the gap by 13.3 points in one year.

SWE will continue to implement the practices that contributed to the success of our school. The staff will continue to focus on "differentiating instruction for all students," utilizing GEMS 2, incorporating a more "balanced assessment" approach, and by increasing opportunities for student self-assessment and individual student goal setting.

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 students in grades K-2 scoring proficient or above in math will increase 3.6 % from 93.6% to 97.2% as measured by the K-2 math assessments.

By 2011, the percentage of students in grades 3-5 scoring proficient or above in math will increase 5% from 91% to 96% as measured by the EOG tests.

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 students in grades K-2 scoring proficient or above in math will increase from 92.6% to 93.3% as measured by the K-2 math assessments.

By 2010, the percentage of students in grades 3-5 scoring proficient or above in math will increase from 95.1% to 95.6% as measured by the EOG tests.

By 2010, the percentage of EC students in grades 3-5 scoring proficient or above in math will increase from 81.9% to 85.0% proficient as measured by the EOG tests.

By 2010, the percentage of African American students in grades 3-5 scoring proficient or above in math will increase from 89.0% proficient to 91.1% proficient.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Review current available data & identify below grade level students (K-5). Develop PEP plans for math - addressing needs using researched based practices/strategies.

Goal 2

Overall SMART Goal:

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

By 2011, the percentage of students in graded K-2 scoring proficient or above in reading will increase from 98.0% to 99.0% as measured by the K-2 Reading Assessment.

By 2011, the percentage of students in grades 3-5 scoring proficient or above in reading will increase from 85.2% to 92.6% as measured by the 3-5 EOG tests.

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 students in grades K-2 scoring proficient or above in reading will increase from 98.0% to 98.5% as measured by the K-2 Reading Assessment.

By 2010, the percentage of students in grades 3-5 scoring proficient or above in reading will increase from 85.2% to 88.9% as measured by the EOG reading tests.

By 2010, the percentage of EC students scoring proficient or above in reading will increase from 56.2 to 61.8% proficient as measured by the 3-5 EOG reading tests.

By 2010, the percentage of African American students scoring proficient or above in reading will increase from 71.8% to 78.9% as measured by the 3-5 EOG reading tests. .

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Review current available data & identify below grade level students (K-5) in reading.
Develop PEP plans using researched based practices/strategies.

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 students in grades K-2 scoring proficient or above in math will increase 3.6 % from 93.6% to 97.2% as measured by the K-2 math assessments.

By 2011, the percentage of students in grades 3-5 scoring proficient or above in math will increase 5% from 91% to 96% as measured by the EOG tests.

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 students in grades K-2 scoring proficient or above in math will increase from 92.6% to 93.3% as measured by the K-2 math assessments.

By 2010, the percentage of students in grades 3-5 scoring proficient or above in math will increase from 95.1% to 95.6% as measured by the EOG tests.

By 2010, the percentage of EC students in grades 3-5 scoring proficient or above in math will increase from 81.9% to 85.0% proficient as measured by the EOG tests.

By 2010, the percentage of African American students in grades 3-5 scoring proficient or above in math will increase from 89.0% proficient to 91.1% proficient.

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</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>95.1% of the students in grades 3-5 scored proficient on the Math EOG tests.</p> <p>AA subgroup increased 15.5% points from 08-09.</p> <p>SWD subgroup increased 15.7% points from 08-09.</p> <p>2. Not tell us?</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>Data does not give us specific objectives that were weak areas for individual students or subgroups.</p> <p>3. Celebration(s)?</p> <p>Only 4.9% of the 3-5 students are below grade level on the math EOG.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>4.9% of the 3-5 students still need to pass the math EOG. The SWD and AA subgroups still need work in 3rd grade.</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)	Review current available data & identify below grade level students (K-5). Develop PEP plans for math - addressing needs using researched based practices/strategies.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal Assistant Principal Curriculum Facilitator Lead math teachers Classroom teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Study Island contract renewed (donation). K-2 & 3-5 Math Initiative training & resources State Math Kits/Math text Ach. Series worksheets			
Plan	Resources Needed during the current quarter	None - everything covered.			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Review of GEMS 2 Review of Study Island Introduction of Partners Math Inservice on "Balanced Assessment" (Leipart)			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Tanger Outlet Mall funded Study Island math. PTA will fund "educational enhancements" for K-5 for 2009-2010.			
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	<p>Evaluation:</p> <p>A. What data will you use to determine if the strategy was deployed?</p> <p>B. What data will you use to determine if the strategy was deployed with fidelity?</p> <p>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>A. Formal/informal classroom observations Grade level minutes Math mini assessments and benchmark assessments</p> <p>B. Study Island reports Achievement Series sheets completed for (3-5) GCS math pacing guides and curriculum maps</p> <p>C. Grade level data discussions Vertical data discussions Formative and summative assessments</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"/> Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review disaggregated analysis of all current test data with staff.	Principal	Assessment & EOG data	Sept. 14
#2	Identify below grade level math students and develop PEP plans	Teachers	Assessment & EOG scores	Oct.26
#3	Initiate use of Study Island with students (3-5) .	Teachers	Study Island data	Oct.2
#4	Conduct PEP conferences w/parents	Teachers	Conference roster	Oct.26
#5	Facilitate GEMS 2 training review	Curriculum Facilitator	Grade level minutes	Sept.18
#6	Facilitate Study Island training review (data monitoring)	Teacher/Tech. Asst.	Agenda	Oct. 13
#7	Implement staff development - "Balanced Assessments"	Wes Leipart	Attendance roster/agenda	Sept. 22
#8	Analyze disaggregation of Benchmark Test Data	Data Team/Principal	Grade level minutes	Nov. 9
#9	Share 1st quarter data and evaluate improvement strategies making changes as required	Data Team/Principal	Staff meeting	Nov. 10

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				
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#6				
#7				
#8				
#9				
#10				

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

Kindergarten scored 97% proficient in math
1st grade scored 92% proficient in math
2nd grade scored 89% proficient in math
3rd grade scored 90.6% proficient on Math EOG
4th grade scored > 95% proficient on Math EOG
5th grade scored > 95% proficient on Math EOG

3-5 African American students scored 74.4% proficient in math in 2007-2008
3-5 African American students scored 89.0% proficient in math in 2008-2009
This was a gain of 14.3 percentile points in math for one year for the African American subgroup.

3-5 Students with Disabilities scored 66.2% proficient in math in 2007-2008
3-5 Students with Disabilities scored 81.9 % proficient in math in 2008-2009
This was a gain of 15.7 percentile points in math for one year for the Student with Disabilities subgroup.

The NC Proficiency Math Target Goal for 2009-2010 is 77.2%.

[Click here to past](#)

Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:

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

By 2011, the percentage of students in graded K-2 scoring proficient or above in reading will increase from 98.0% to 99.0% as measured by the K-2 Reading Assessment.

By 2011, the percentage of students in grades 3-5 scoring proficient or above in reading will increase from 85.2% to 92.6% as measured by the 3-5 EOG tests.

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 students in grades K-2 scoring proficient or above in reading will increase from 98.0% to 98.5% as measured by the K-2 Reading Assessment.

By 2010, the percentage of students in grades 3-5 scoring proficient or above in reading will increase from 85.2% to 88.9% as measured by the EOG reading tests.

By 2010, the percentage of EC students scoring proficient or above in reading will increase from 56.2 to 61.8% proficient as measured by the 3-5 EOG reading tests.

By 2010, the percentage of African American students scoring proficient or above in reading will increase from 71.8% to 78.9% as measured by the 3-5 EOG reading tests. .

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>85.2% of 3-5 students scored Level III or IV on reading EOG</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>Data does not give any information disaggregated by skills within targeted subgroups.</p> <p>3. Celebration(s)?</p> <p>SWE increased 7.5 percentile points in (3-5 grades) as measured by EOG reading test.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>14.8% of the 3-5 students are not on grade level in reading. 3rd grade reading is low - overall as indicated by EOG scores.</p> <p>SWD & AA subgroups have made progress, but still need monitoring and interventions to achieve the targets for improvement in reading.</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)	Review current available data & identify below grade level students (K-5) in reading. Develop PEP plans using researched based practices/strategies.			
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal Assistant Principal Curriculum Facilitator Reading teacher Classroom teachers			
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	DRA tests/DIBELS EOG test results QRI & STAR tests "Balanced Assessment" training- Wes Liepart Reading Specialist			
Plan	Resources Needed during the current quarter	None at this time			
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Review GEMS 2 Review AR use/monitoring Achievement Series sheets for (3-5) GCS pacing guides & curriculum maps			
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	PTA funds AR incentives PTA will fund "educational enhancements" for K-5 for 2009-2010			
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? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?</p>	<p>A. Formal/informal classroom observations Grade level minutes Formative and summative assessments B. Formative and summative assessment results Achievement Series (3-5) GCS pacing guides & curriculum maps C. Grade level data discussions Vertical data discussions Formative and summative assessments</p>	<p>A. B. C.</p>	<p>A. B. C.</p>	<p>A. B. 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	Review all current test data with staff.	Principal	Assessments & EOG data	Sept.14
#2	Identify below grade level reading students and develop PEP plans	Teachers	Assessment & EOG scores	Oct. 26
#3	Administer STAR test for AR to students and get students participating in AR	Teachers/Tech. Asst.	STAR tests results	Sept. 8
#4	Conduct PEP conferences with parents	Teachers	Conference roster	Oct. 26
#5	Conduct GEMS 2 training review	Curriculum Facilitator	Grade Level Minutes	Sept. 18
#6	Implement staff development - "Balanced Assessments"	Wes Leipart	Attendance roster/agenda	Sept.22
#7	Flexible guided reading groups formed (K-5)	Teachers/CF	Reading rosters	Sept. 21
#8	Develop vocabulary notebooks (K-5)	Teachers/CF	Student notebooks	Sept. 21
#9	Disaggregation of test data & sharing of 1st quarter data ; evaluating/adjusting strategy	Data team/Principal	Agendas/minutes	Nov. 10

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

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

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

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

[Click here to paste charts/tables from](#)

Quarter 1

Kindergarten students scored 100% proficient for 2008-2009 in reading
1st grade scored 96.0% proficient for 2008-2009 in reading
2nd grade scored 98% proficient for 2008-2009 in reading

3rd grade scored 73.6% proficient in reading in 2007-2008
3rd grade scored 77.5% proficient in reading for 2008-2009
This was a gain of 3.9 percentile points for one year in 3rd grade reading.

4th grade scored 80.3% proficient in reading in 2007-2008
4th grade scored 86.5% proficient in reading for 2008-2009
This was a gain of 6.2 percentile points for one year in 4th grade reading.

5th grade scored 78.7% proficient in reading in 2007-2008
5th grade scored 92.1% proficient in reading for 2008-2009
This was a gain of 13.4 percentile points for one year.

3-5 African American students scored 50.6% proficient in reading in 2007-2008
3-5 African American students scored 71.8% proficient in reading in 2008-2009
This was a gain of 21.2 percentile points in reading for one year in the 3-5 African American subgroup.

3-5 Students with Disabilities scored 41.7% proficient in reading in 2007-2008
3-5 Students with Disabilities scored 56.2% proficient in reading in 2008-2009
This was a gain of 14.5 percentile points in reading for one year in the 3-5 Students with Disabilities subgroup.
The NC Proficiency Reading Target Goal for 2009-2010 is 43.2%

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
Susan Allen	Principal	on file	09/14/09
Bill Hoke	Assistant Principal	on file	09/14/09
Sara Martinelli	Certified Staff	on file	09/14/09
Anna Tinch	Certified Staff	on file	09/14/09
Leanne Yow	Certified Staff	on file	09/14/09
Mary Brewer	Certified Staff	on file	09/14/09
Jennifer Poe	Certified Staff	on file	09/14/09
Alice Shealy	Certified Staff	on file	09/14/09
Annette Sentner	Certified Staff	on file	09/14/09
Tammy Lewis	Classified Staff	on file	09/14/09
Misty Verouden	Parent	on file	09/14/09
Laurie Lane	Parent	on file	09/14/09
Bradley France	Parent	on file	09/14/09
Donna Braswell-Bray	Parent	on file	09/14/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 21-Sep-09

Results (% Approval): _____ 100%

Principal's Signature: _____ Susan J. Allen

Date: _____ 09/21/09

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: Southwest 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.	Daily schedules must reflect a set time for physical activity for all students.	Students may not be deprived of PE and/or recess.	N/A	

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		Students receive PE from the PE teacher 1 day per week for at least 30 minutes (1080 minutes from the PE teacher).
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		5,400 minutes of PE are provided for each child throughout the course of the school year (30 minutes per day) as documented in teachers' daily schedules.

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 school has a Heathy Active Child Committee that meets monthly to plan activities for students, staff, and community. These activities include - but are not limited to the following: exercise, nutrition, blood drive, jump rope for heart, and school field days.	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	X	X		N/A
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	During the 2009-2010 school year, SWE will once again have a Health Advisory Committee composed of a teacher from each grade level, the PE teacher, the school nurse, the cafeteria manager, and the principal/assistant principal.			<p style="text-align: center;">Need Assistance (Please describe.)</p> <p style="text-align: center;">N/A</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?
To review, revise, and communicate all safety/emergency plans and drills; as well as, fire safety and OSHA regulations.	Principal & Assistant Principal	August staff meeting and in September staff development training.	Trainings done during staff meetings and 1/2 day staff development days.	None	Emergency drills are practiced successfully. Sign In/Out book and stickers for all visitors. ID may be required from visitors.
To enforce the GCS Code of Student Conduct and to have classroom rules and consequences posted and followed.	Principal, assistant principal & staff	On-going	Grade level Discipline Plans developed and implemented.	None	Classroom rules/consequences are posted. Parents receive a copy of the GCS Code of Conduct and a SWE Handbook.
To use IST to identify, serve, and monitor the progress of at-risk students.	Principal, assistant principal, IST Team, school staff.	On-going	Continue IST updates through training sessions.	Staff development funds for teachers to attend training.	At-risk students are identified K-5 and are processed through IST. Achievement and behavior should improve or EC referral.
To offer additional services for students who are behaviorally and academically at risk.	Principal, assistant principal, guidance counselors, support teachers, tutors.	On-going	List of students who are not proficient in reading and/or math.	Paid tutors are the only cost.	Establish tutorial program. Form guidance groups as needed. Monitor benchmk assessments for progress.
To provide a safe & orderly climate through the implementation of the GCS Character Education Program and Kids Voting Program.	Principal, assistant principal, guidance counselors, support teachers, PTA.	On-going.	N/A	PTA funds Character Education Program, & Homework Incentive Program. PTA sponsors Kids Voting.	Weekly "Caught Being Good." Continue "Good Citizen Of the Week." Continue Character Education and Kids Voting.

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: Southwest Elem

Requests for Waiver

1. Describe the waiver you are requesting.

- (a) To transfer textbook funds to instructional funds
- (b) Transfer instructional funds to textbook funds
- (c) To transfer funds to support hiring part-time teachers or tutors as needed

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.

- To provide appropriate equipment and materials that meet diverse student needs, thus assisting in the efforts to close the achievement gap among the various subgroups of students.
- Enhance remediation and acceleration efforts through the use of tutors or additional part-time teachers.

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

- (a) To transfer textbook funds to instructional funds
- (b) Transfer instructional funds to textbook funds
- (c) To transfer funds to support hiring part-time teachers or tutors as needed

Additional Information

RESPECTFUL AND RESPONSIVE SERVICE PLAN FOR SOUTHWEST GUILFORD ELEMENTARY SCHOOL (2009-2010)

- SWE staff will communicate with school stakeholders in a positive and professional manner.
- SWE staff members will return all calls within 24 hours.
- SWE staff will respond to all requests for conferences immediately.
- SWE office staff will continue to provide the high quality service and immediate help to all staff, students, parents, and other school stakeholders.
- SWE teachers will communicate academic and /or social concerns to parents in a timely manner. This will be through written or verbal correspondence. A written record of such contacts will be kept by each teacher.
- SWE teachers will conduct 1st and 3rd quarter "face-to-face conferences with parents (refer to conferencing tips in SWE Faculty Handbook pp.40-44).
- SWE teachers will communicate specifically and appropriately on all interim and report card reports. Resources for this are provided by the administration, the SWE Faculty Handbook and internet links for suggestions for comments on report cards.
- SWE will continue to implement "grade level approved discipline plans" and will continue to integrate the teaching of class/school rules and procedures and will have specific, consistent consequences for non-compliance. Parents will receive a copy of the "grade level plan."
- SWE classroom teachers will send home student work each Friday in "Friday Folders."
- SWE classroom teachers will send home a weekly newsletter to all parents, with updated information regarding academics or other issues/events in the classroom for the upcoming week.
- SWE staff will keep classroom websites updated and current information posted for parents and students.
- SWE staff will continue to promote character development by continuing to integrate "Habits of the Mind" into the daily classroom instruction.
- SWE staff will continue the weekly "Caught Being Good Program" and the weekly recognition of "Good Citizens" in grades K-5.
- SWE administration will continue to keep parents updated through Connect-Ed messages, PTA newsletters, and by updated postings on the school website.