

**School Name: STERNBERGER ELEMENTARY**

*Guilford County Schools*

**2008-2011 School Improvement Plan**

## **Vision Statement**

### **School's Mission Statement:**

The stakeholders of the Sternberger Elementary School Community will work collaboratively to grow and educate independent, responsible and diverse students who will be productive citizens in our global society.

### **School's Vision Statement:**

Sternberger Students are World Changers!

# Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Sternberger Elementary is located in the heart of Greensboro, NC and serves approximately 338 students. Sternberger Elementary is warmly regarded as a neighborhood school and serves students from surrounding neighborhoods, fostering a very close knit community of school stakeholders who take great pride in the history and prosperity of the school.

At Sternberger, we believe children reach their personal best through instruction that is both challenging and comprehensive. We strive to integrate higher order thinking skills into every lesson and diligently work to meet the needs of every child through small group, personalized instruction.

Recently, Sternberger experienced some changes which greatly affected the school dynamics. In 2005, Sternberger was designated as an opt-out school for students whose home school had not achieved AYP status. As a result, Sternberger's enrollment increased to over 400 and the demographics of the school were much more diverse. Sternberger remained an opt-out school for two school years. The beginning of the 2007-2008 school year marked another shift in enrollment as Sternberger lost many of the opt out children who re-enrolled in their home schools. Today, we serve 338 students, and are proud to host an exceptional program for Children with Autism.

We have experienced success in standardized testing, and we are proud to have shown marked improvement over the last few years but our focus remains on growing high end learners and tailoring instruction to meet the needs of every child. We are striving to implement schoolwide instructional programs which focus on small group instruction as well as higher order thinking. We have committed to ongoing professional development which focuses on Balanced Literacy as well as a Math program centered on small group instruction. As we strive to reach our vision of growing World Changers, we work to implement innovative strategies, instructional practices and developmentally appropriate activities which foster the whole child and push every child beyond their limits. From the exceptional children's programs to the advanced learner's curriculum, our population includes a wide range of learning needs. We meet our children where they are and move them toward success.

# Goal Summary Page

## Goal 1

### Overall SMART Goal:

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

By 2011, Sternberger Elementary will increase the overall proficiency in Mathematics by 6%, from 89% to 95%.

### 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.)

Sternberger Elementary will increase the percentage of students in grades 3-5 who are proficient in Mathematics by 3% from 90% to 93% during the 2009-2010 school year.

Sternberger Elementary will increase the percentage of students with disabilities in grades 3-5 who are proficient in Mathematics by 5.2% from 48% to 53.2% during the 2009-2010 school year.

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

### Key Strategy:

Guided Math groups at all levels; Use paid tutors to work with students in flexible, objective based groups; Create common formative assessments to ensure mastery; Use researched based materials for ID class and Resource

## Goal 2

### Overall SMART Goal:

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

By 2011, Sternberger Elementary will increase the overall proficiency in Reading by 6%, from 80.5% to 86.5%.

### 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.)

Sternberger Elementary will increase the percentage of students in grades 3-5 who are proficient in Reading by 2.5% from 84% to 86.5% during the 2009-2010 school year.

Sternberger Elementary will increase the percentage of students with disabilities in grades 3-5 who are proficient in Reading by 5% from 50% to 55% during the 2009-2010 school year.

**Supporting Data for SMART GOAL: See Goal 2 Data Tab**

### Key Strategy:

Continue Guided Reading at all grade levels; Utilize parent tutors during I/E time to work on targeted objectives; Use researched based materials for ID class and Resource

# 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, Sternberger Elementary will increase the overall proficiency in Mathematics by 6%, from 89% to 95%.

## **Target SMART Goal/Measure:**

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

**QUARTERLY ACTION PLAN - Goal 1**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<b>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.</b>	<p>1. What does the data tell us? The data shows that students in all grade levels increased percentage of math proficiency in 2009. It also shows that students with disabilities were significantly lower than their non-disabled peers</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 does not show the causes for the disparity between subgroups or which math strands were strengths.</p> <p>3. Celebration(s)? 5th grade students with disabilities made significant gains from 2008 to 2009</p> <p>4. OFIs? OFIs: Opportunities For Improvement Increase the percent proficient in All subgroup and increase the percentage of proficient students with disabilities.</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>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Guided Math groups at all levels; Use paid tutors to work with students in flexible, objective based groups; Create common formative assessments to ensure			
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Principal and Curriculum Facilitator			
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Monies in Instruction Supplies Budget and Staff Development			
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	SRA Number Worlds funded by Instructional Supplies; Paid Tutor; Study Island funded by PTA			
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	Classroom Instruction That Works training: Similarities & Differences			
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>				
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	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. Assessment data from quarterly benchmark, tutor schedule</p> <p>B. Informal observations, assessment data</p> <p>C. Common formative assessments and EOG 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?		<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	Discuss with entire staff the achievement data for 2009	Principal	Agenda	Oct. 6,'09
#2	Use classroom assessments to group students according to ability for guided math	3rd-5th Teachers	Lesson Plans	Ongoing
#3	Review math resources for EC students and order the most effective materials based on	EC Department, Principal, CF and	Purchase Order	Sept.25,'09
#4	Create a common formative assessment for each grade level on targeted objectives	3rd-5th Teachers & CF	Lesson Plans	Sept.29,'09
#5	Create a list of students for tutoring based on mastery of targeted objectives	CF & Principal	Tutoring Schedule	Oct.9,'09
#6	Use paid tutor to work with students that did not master targeted objectives on the	CF & Principal	Tutoring Schedule	Oct.12,'09

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				

# Goal 1 Data Worksheet

## Supporting Data for SMART GOAL 1:

Quarter 1

Sternberger AYP		Math		
Group	Year	Grade 3	Grade 4	Grade 5
<b>All</b>	2009	88.2	90.9	92.2
	2008	87.3	88.9	85
<b>White</b>	2009	94.2	≥95	≥95
	2008	≥95	91.1	91.3
<b>SWD</b>	2009	50	72.7	60
	2008	50	72.7	36.4

## 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, Sternberger Elementary will increase the overall proficiency in Reading by 6%, from 80.5% to 86.5%.

### **Target SMART Goal/Measure:**

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Sternberger Elementary will increase the percentage of students in grades 3-5 who are proficient in Reading by 2.5% from 84% to 86.5% during the 2009-2010 school year.

Sternberger Elementary will increase the percentage of students with disabilities in grades 3-5 who are proficient in Reading by 5% from 50% to 55% during the 2009-2010 school year.

**Supporting Data for SMART GOAL: See Goal 2 Data Tab**

**QUARTERLY ACTION PLAN - Goal 2**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p><b>Data analysis: (SWOT) analysis</b>  <b>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</b>  <b>At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</b></p>	<p>1. What does the data tell us?                      The data shows that students in grades 4 and 5 increased percentage of reading proficiency in 2009. It also shows that students with disabilities were significantly lower than their non-disabled peers</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 does not show the causes for the disparity between subgroups or which reading goals were strengths. It also does not tell us the cause of the decrease in 3rd grade reading proficiency.</p> <p>3. Celebration(s)?                      5th grade students with disabilities made significant gains from 2008 to 2009</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Increase the percent proficient in All subgroup and increase the percentage of proficient students with disabilities.</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>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Continue Guided Reading at all grade levels; Utilize parent tutors during I/E time to work on targeted objectives; Use researched based materials for ID class and Resource			
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Principal and Curriculum Facilitator			
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Monies in Instruction Supplies Budget and Staff Development			
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	DRA-2 Grades 4-8 funded through Instructional dollars; Study Island funded by PTA			
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	Classroom Instruction That Works training: Similarities & Differences			
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Study Island training for parents, Administrative phone calls, PEPs to be signed by parents, Monthly phone logs by teachers			
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	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. Evidence of alignment on weekly lesson plans, lesson plans, grade level meetings, walk-throughs, observations, agendas</p> <p>B. All teachers will have standardized test data to report and disaggregate</p> <p>C. Classroom walk-throughs, informal observations, benchmark data, common formative assessment data, Study Island reports, DRA/QRI</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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Assess all students in grades 3-5 and group according to DRA level	1-5 Classroom Teachers	Grade Level Meeting Minutes	Sept.30,'09
#2	Conduct Parent-Tutor training for all volunteers	CF, Principal	Meeting Agenda	Oct.9.'09
#3	Schedule parent tutors to work with students during I/E for grades 3-5	CF, Principal, PTA Contact	I/E Parent Tutor Schedule	Oct.12,'09
#4	Review reading resources for EC students and order the most effective materials based	EC Department, Principal, CF and	Purchase Order	Sept.25,'09
#5				
#6				
#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:

Quarter 1

		Reading		
Group	Year	Grade 3	Grade 4	Grade 5
All	2009	77.9	83.6	90.2
	2008	87.3	74.1	75
White	2009	84.6	≥95	92.7
	2008	≥95	77.8	84.8
SWD	2009	41.7	45.5	60
	2008	60	45.5	27.3

## 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
Rydell Harrison	Principal	On File	09/21/09
E. Lee Brown	Certified Staff	On File	09/21/09
Kate Vitez	Certified Staff	On File	09/21/09
Sheryl Bauer	Certified Staff	On File	09/21/09
Cheryl Gore	Certified Staff	On File	09/21/09
Deb McCarty	Certified Staff	On File	09/21/09
Tricia Goodman	Certified Staff	On File	09/21/09
Yatisha Blythe	Classified Staff	On File	09/21/09
Grier Hock	Parent	On File	09/21/09
Anne Casey	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: \_\_\_\_\_ 30-Sep-09

Results (% Approval): \_\_\_\_\_ 97%

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Approved By Division of Academic Improvement:**

Regional Superintendent's

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Approved by GCS Board of Education:**

Date: \_\_\_\_\_



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

LEA: Guilford County Schools

School: Sternberger 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.		Master schedule supports 30 minutes of recess or structured PE each day.		

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		2x per week for 36 weeks (2880 minutes over one 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		5400

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 – We have a nurse once per week	

	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 working with students and parents to increase understanding of GCS policy IHB and the importance of healthy snacks and treats in the school. The lunch choices are also read each day to allow students and teachers an opportunity to discuss nutrition each morning.			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.**

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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?
Assess current school-wide discipline procedures and implement components of Positive Behavior Support for common areas	Community Goal Team	Ongoing	PBS Implementation Training	none	Creation of procedures for common areas
Implement and Continue to focus on Core Essentials –Character Ed program	Guidance Counselor	Ongoing	Core Essentials Program materials	none	Decreased referrals from at risk students; increased academic performance
Target at-risk students and form small focus support groups	Guidance Counselor	As Needed	Group Materials; snacks/lunches	Cost of materials and snacks	Improved student behavior/reduction in negative behaviors

# 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: Sternberger 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.