

School Name: Archer Elementary
Guilford County Schools
2008-2011 School Improvement Plan

Vision Statement

Archer Mission Statement

The mission of Archer Elementary school is to create a nurturing and safe environment which facilitates academic excellence where “All Children Can Learn”.

Archer Vision Statement

Archer Elementary School is committed to the intellectual, social, physical, and emotional development of students. Through collaboration and a team approach, we will provide a child centered, academically challenging, safe environment that values the diversity of our entire Archer community.

Value Statements

- Students learn best when they are actively engaged in the teaching-learning process.
- All *Archer* staff should be committed to high quality standards, expectations and performance in order for our school to succeed.
- A partnership between home, school and community is essential in providing each student the support needed to be successful.
- All *Archer* staff members should be continuous learners.
- Staff collaboration and team work enhances instructional quality and student achievement.
- Children have the right to learn in a safe and secure environment.
- Educational activities that are developmentally appropriate enhance learning at all levels.
- All children must be valued and respected.
- Students benefit from consistent school-wide practices.
- Students should be taught, loved, cared for, and Supported in every way possible.

Self Assessment

Current AYP Status:	met 13/13	Current ABC Status:	High growth
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(Synthesized Narrative from Self-Assessment Exercises)

Archer Elementary School is a neighborhood school that serves 388 students with diverse backgrounds, including 1% American Indian, 21% Asian, 17% Hispanic, 50% African-American, 4% White, and 7% Multiracial ethnicities. Students pursue their learning goals in 24 classrooms ranging from Pre Kindergarten to fifth grade. With 22 countries represented, we are one of the most diverse elementary schools in Guilford County.

Archer successfully met 16 out of 17 AYP target goals in the 2006-07 school-year, which identified Free and Reduced Lunch students in reading as the subgroup that was not proficient. This resulted in Archer receiving sanctions in the area of reading, which included Supplemental Education Services. We received High Growth recognition as a "School of Progress" through the NC ABC's growth formula. Based on 2007-08 EOG math results, we met 13/13 AYP targets and were recognized as a school of High Growth. Although we are pleased by the academic growth that we have made in math, we understand that we must continue to focus on the needs of our subgroups in order to continue to meet AYP and ABC goals. Archer's staff and community continue to strive to meet the needs of all students. As a result, it has been a top priority to develop value, mission and vision statements that have helped us focus as a team to meet our academic goals. The school improvement team as well as the instructional management team, PTA board, vertical teams and grade level teams meet consistently to revisit our goals. As a result, Archer continues to create an environment that fosters ongoing cooperation, support and growth among staff, parents, and students.

Goals, Strategies, Monitoring and Budget

Overall SMART Goal:

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

By 2011, AES will decrease the percentage of students scoring non proficient in Math by 10% each year from 32.3 to 23.9.

Target SMART Goal/Measure: (Math #1)

(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 2009, AES will decrease the percentage of FRL students that are non proficient in Math by 10% from 32.9 to 29.6.

Target goal for 2010	Target goal for 2011
26.6	23.9

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

FRL students are the lowest proficient subgroup (67.1 percent). This subgroup also encompasses other subgroups.

322	Archer E	All	67.7
322	Archer E	AA	67.3
322	Archer E	FRL	67.1
322	Archer E	LEP	73.2

QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? FRL subgroup needs additional support</p> <p>2. Not tell us? The data does not tell us FRL levels for K-2</p> <p>3. Celebration(s)? We met AYP and made High Growth in math</p> <p>4. OFIs? Close achievement gap between FRL and LEP students</p> <p><i>OFIs: Opportunities For Improvement</i></p>	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.
Plan	<p>Identify Key Strategy (Approach)</p>	<p>5. Next step? (Identify key strategy or approach) Develop and implement a plan that encourages parents to complete FRL applications so that a maximum number of FRL students will be invited to participate in SES to receive remediation and enrichment services.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Continue to monitor students to ensure that eligible students are signing up for FRL.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Continue to monitor students to ensure that eligible students are signing up for FRL.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Continue to monitor students to ensure that eligible students are signing up for FRL.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>

Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Patrice Brown-Principal Tashena Cherry- SW Classroom teachers Brenda Moore, Cafeteria manager	Patrice Brown-Principal Tashena Cherry- SW Classroom teachers Brenda Moore, Cafeteria manager	Patrice Brown-Principal Tashena Cherry- SW Classroom teachers Brenda Moore, Cafeteria manager	Patrice Brown-Principal Tashena Cherry- SW Classroom teachers Brenda Moore, Cafeteria manager	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title 1 funds	Title 1 funds	Title 1 funds	Title 1 funds	
Plan	Resources Needed during the current quarter	<ul style="list-style-type: none"> • Time to monitor FRL applications • Buses for SES program • Funds to pay SES site coordinator and ½ SW position • Funds for professional development 	<ul style="list-style-type: none"> • Time to monitor FRL applications • Buses for SES program • Funds to pay SES site coordinator and ½ SW position • Funds for professional development 	<ul style="list-style-type: none"> • Funds to pay SES site coordinator and ½ SW position • Funds for professional development 	<ul style="list-style-type: none"> • Funds to pay and ½ SW position 	
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Staff meetings to review data	Staff meetings to review data	Staff meetings to review data	Staff meetings to review data	

Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent Back-to-School night PTA meetings Newsletters Connect-Ed messages	PTA meetings Newsletters Connect-Ed messages	PTA meetings Newsletters Connect-Ed messages	PTA meetings Newsletters Connect-Ed messages	
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	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?	A. # of students participating in FR/L program B. Math Benchmark assessments C.# of students participating in FR/L program	A. Reading and Math Benchmark assessments, # of students enrolled in FRL B Reading and Math Benchmark assessments, # of students enrolled in FRL C. Reading and Math Benchmark assessments, # of students enrolled in FRL	A. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance B. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance C. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance	A. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance B. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance C. Reading and Math Benchmark assessments, # of students enrolled in FRL, daily attendance.	A. B. C.

Study	<p>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? 140 students are enrolled in SES</p> <p>2. Not tell us? The names of students who receive FRL.</p> <p>3. Celebration(s)? We have 140 students enrolled in SES, which is an increase from last year</p> <p>4. OFIs We need to continue to monitor FRL students.</p>	<p>1. . What does the data tell us? 140 students are enrolled in SES</p> <p>2. Not tell us? Whether the percent of student tardies has been reduced on a daily basis</p> <p>3. Celebration(s)? The SES program has run successfully this year</p> <p>4. OFIs Continue to seek a way to successfully monitor the number of students in the FRL subgroup</p>	<p>5. . What does the data tell us? 81% of our students are FRL</p> <p>6. Not tell us? Whether the percent of student tardies has been reduced on a daily basis , the names of the students who are FRL</p> <p>7. Celebration(s)? We have stayed close to our FRL status from last year (82% to 81%)</p> <p>8. OFIs Continue to seek a way to successfully monitor the number of students in the FRL 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?</p>	<p>1. What does the data tell us?</p> <p>2. Not tell us?</p> <p>3. Celebration(s)?</p> <p>4. OFIs?</p>
Act/Plan	<p>Target Goal Met?</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input checked="" type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input checked="" type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input checked="" type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action below:</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>

Steps	Quarter 1 Deployment Plan Math FRL Strategy	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Title 1 SES coordinator will meet with Title 1 to receive SES information	Buchanan/ Young	Agenda	8/12
#2	Connect-Ed to parents encouraging students to complete FRL applications at Open House	P. Brown	Connect-Ed log	8/20
#3	Letter sharing Universal Breakfast and SES information and importance of completing applications	P. Brown	Letter	9/2
#4	Information regarding SES program will be shared with parents at town hall meeting	Brown/Title 1 representative	Agenda	9/10
#5	Classroom teachers use blank rosters to check off students who have not turned in their forms	CR teachers	Checklist	Daily through 10/28
#6	CR teachers turn in checklists to Social Worker for follow-up	CR Teachers/ Cherry	checklists	Weekly through 10/28
#7	Weekly Connect-Ed to remind parents of FRL forms	P. Brown	Connect-Ed log	By 9/7 weekly
#8	Social worker gets copies of unpaid fee list from Café' manager for follow-up	Cherry/Moore	Unpaid list	Monthly beginning September 30 th
#9	Debriefing on status shared with SIT in order to analyze the results and determine next steps.	P. Brown	Minutes	October 9

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	SES program will be held each Monday and Wednesday	Buchanan/ Young	Agenda	Weekly beginning November 11 th
#2	Information regarding FRL status will be shared with parents at PTA meetings	Brown/Title 1 representative	Agenda	Continuing through January 30 th
#3	CR teachers turn in checklists to Social Worker for follow-up	CR Teachers/ Cherry	checklists	Continuing through January 30 th
#4	Social worker gets copies of unpaid fee list from Café' manager for follow-up	Cherry/Moore	Unpaid list	Continuing through January 30 th
#5	SW will follow up on tardies and breakfast program as necessary	Cherry/ Moore	Student list	Continuing through January 30 th
#6	Principal will send Connect Ed messages to help deter tardies and absences	Brown	Connect ed	Weekly beginning November 17 th January 30 th

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	SES program will be held each Monday and Wednesday . Students who need additional support will be invited to Extended Learning and Saturday Academy as finances allow.	Buchanan/ Young	Agenda	Weekly beginning November ending in March
#2	Information regarding FRL status will be shared with parents at PTA meetings	Brown/Title 1 representative	Agenda	Continuing through March 27 th
#3	Social worker gets copies of unpaid fee list from Café' manager for follow-up	Cherry/Moore	Unpaid list	Continuing through March 27 th
#4	SW will follow up on tardies/ absences and unpaid café' fees as necessary	Cherry/ Moore	Student list	Continuing through March 27 th
#5	Principal/SW will send Connect Ed messages to help deter tardies and absences	Cherry	Connect ed	Continuing through March 27 th

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	SW will continue to monitor students with significant number of tardies and absences through home visits	Cherry	Student lists	Weekly through June 15 th
#2	SW will continue to report unexcused absences over 10 days to the DA office to receive a warning letter	Cherry	Copies of student warning letters	Weekly through June 15 th
#3	SW will continue to send Connect ED messages to help deter tardies and absences	Cherry	Connect ed message reports	Weekly through June 15 th
#4	SW will complete report on tardies and absences to principal at the end of the year	Cherry	SW report	Weekly through June 15 th
#5	Principal will share SW report with SIT	Brown	SW report	June 18 th

Goals, Strategies, Monitoring and Budget

Overall SMART Goal: (Math)

By 2011, AES will decrease the percentage of students scoring non-proficient in Math by 10% each year from 32.3 to 23.4,

Target SMART Goal/Measure: (Math #2)

(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 2009, AES will decrease the percentage of all students who are non-proficient in Math by 10% from 32.3 to 29.

Target goal for 2010	Target goal for 2011
26.1	23.4

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

The all subgroup proficiency for math students K-5 is at 67.7% proficiency. In addition, K-2 proficiency levels reflect that proficiency systematically decreases from Kindergarten (93%) 1st grade (86%) and 2nd grade (63%), which should be addressed school-wide. Benchmark assessments reflect that problem solving and goal one (number sense) are challenges for students K-5.

2006-07 Goal Summary Report 3-5

Goal	1- Number Sense (36%)	2- Measurement (12%)	3- Geometry (12%)	4- Data/Probability (16%)	5- Algebra (24%)
3 rd	57.4	57.1	64.9	58.6	60.5
4 th	47.8	45.6	64.3	53.1	54.2
5 th	58.5	67	67	67.3	68.5
2007-08 Goal Summaries					
Goal	1- Number Sense (36%)	2- Measurement (12%)	3- Geometry (12%)	4- Data/Probability (16%)	5- Algebra (24%)
3 rd	62.2	60.7	66.7	60.7	59.9
4 th	55.4	49.8	48.7	64.7	51.0
5 th	56.7	52.0	61.8	64.4	58.9

QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? We need to continue our focus on our “all” subgroup due to the continued challenges of non-proficient students in goal one</p> <p>2. Not tell us? None</p> <p>3. Celebration(s) We met AYP and made High Growth in math</p> <p>4. OFIs? Close achievement gap between All and LEP students</p> <p><i>OFIs: Opportunities For Improvement</i></p>	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.
Plan	<p>Identify Key Strategy (Approach)</p>	<p>5. Next step? (Identify key strategy or approach)</p> <p>Students will build proficiency in goal 1 through focus on fact building, math vocabulary and problem solving</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Students will continue to build proficiency in goal 1 through focus on fact building, math vocabulary and problem solving</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Students will continue to build proficiency in goal 1 through focus on fact building, math vocabulary and problem solving</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Students will continue to build proficiency in goal 1 through focus on fact building, math vocabulary and problem solving</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>

Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Classroom Teachers Robin Frazier-Snipes and Jennifer Hurley-Impact Teachers	Classroom Teachers Robin Frazier-Snipes and Jennifer Hurley-Impact Teachers	Classroom Teachers Robin Frazier-Snipes and Jennifer Hurley-Impact Teachers	Classroom Teachers Robin Frazier-Snipes and Jennifer Hurley-Impact Teachers	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title 1 funds	Title 1 funds	Title 1 funds PTA Spice Grant (\$1000)	Title 1 funds	
Plan	Resources Needed during the current quarter	Funds for resources for fact building, vocabulary and problem solving resources (ex. notebooks, flash cards, Rhymes and Times) Food for Title 1 parent involvement	Funds for resources for fact building, vocabulary and problem solving resources (ex. notebooks, flash cards, Rhymes and Times) Food for Title 1 parent involvement Study Island	Funds for resources for fact building, vocabulary and problem solving resources (ex. notebooks, flash cards, Rhymes and Times) Food for Title 1 parent involvement Study Island	Funds for resources for fact building, vocabulary and problem solving resources (ex. notebooks, flash cards, Rhymes and Times) Food for Title 1 parent involvement Study Island	

Plan	Professional Development during the current quarter (Indicate title, content and audience)	Thinking Maps with Math ROPES- problem solving 6 step vocabulary	ROPES- problem solving 6 step vocabulary	ROPES- problem solving 6 step vocabulary	ROPES- problem solving 6 step vocabulary	
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent Math Nights sponsored by Title 1	Parent Literacy/Math luncheon and EOG night sponsored by Title 1	Spring PTA sponsored Math Night with Thinking Maps focus	EOG packets with parent	
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. Math Benchmark assessments Math student work samples/ Journals</p> <p>B. Math Benchmark assessments Math student work samples/ Journals</p> <p>C. Math Benchmark assessments Math student work samples/ Journals</p>	<p>A. Math Benchmark assessments Math student work samples/ Journals Study Island reports</p> <p>B. Math Benchmark assessments Math student work samples/ Journals</p> <p>C. Math Benchmark assessments Math student work samples/ Journals</p>	<p>A. Math Benchmark assessments Math student work samples/ Journals Study Island reports</p> <p>B. Math Benchmark assessments Math student work samples/ Journals</p> <p>C. Math Benchmark assessments Math student work samples/ Journals</p>	<p>A. Math Benchmark assessments Math student work samples/ Journals Study Island reports</p> <p>B. Math Benchmark assessments Math student work samples/ Journals</p> <p>C. Math Benchmark assessments Math student work samples/ Journals</p>	<p>A.</p> <p>B.</p> <p>C.</p>
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Study	Report the data from the current quarter deployment plan and use the data questions to analyze the results	<p>5. What does the data tell us? Kindergarten- 79% proficient 1st- 84% proficient 2nd- 38% proficient 3rd- 37.% proficient 4th-51% proficient 5th-54.4% proficient</p> <p>6. Not tell us? FRL Data for math</p> <p>7. Celebration(s)? Calendar Math (1st) Using Ropes (2nd) 1-1 Correspondence (K) Capacity (3rd gr.) 2 dig/2dig mult. w/ calculator (4th) Symmetry (5th gr.) We made AYP in Math!</p> <p>8. OFIs? Estimation (2nd, 3rd, 4th, 5th) 3rd- Regrouping Comparing and ordering rational numbers (4th) Rote Counting (K) Rounding /Problem Solving (2nd)</p>	<p>9. What does the data tell us? K-80% 1- 79% 2-44% 3-38.3 4-52.9 5- 51.6</p> <p>10. Not tell us?</p> <p>11. Celebration(s)? K- drawing and recognizing shapes 1- word problems with addition and subtraction 2- basic math facts 3-strategies for multiplying and dividing numbers 4- 2 digit by 2 digit with calculator 5- algebraic expressions</p> <p>12. OFIs K-likeness and differences 1- fluency with facts, estimation 2- estimation, regrouping 3- addition and subtraction, regrouping 4- translations, reflections, Rotations 5- diagonals, lengths and sides</p>	<p>13. What does the data tell us? k- 89% 1- 87% 2-21% 3-44% 4-54.1% 5- 54.7%</p> <p>14. Not tell us? How are we progress monitoring consistently for math weaknesses?</p> <p>15. Celebration(s)? k- small gaps in proficiency (differ by class) mostly number sense, increase in overall math proficiency 1- word problem, place value, overall increase in math!!! 2- math stations, pictographs, increase in addition and subtraction facts 3- describing and extending numeric patterns,, repeating and growing, 2d and 3d shapes, 5- compare and contrasting differentiating, strategies for adding and subtracting, mean, median, mode and range, reasonable solutions science- water and ice, wind, landforms</p> <p>16.OFIs K- number sense (differ by class)</p>	<p>5. What does the data tell us? 6. Not tell us? 7. Celebration(s)? 8. OFIs?</p>	<p>5. What does the data tell us? 6. Not tell us? 7. Celebration(s)? 8. OFIs?</p>
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Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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 checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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	<p>1- elapsed time, not using efficient strategies to count (grouping), estimation (concrete to abstract) 2- word problem analysis, highlight, underline key component, brace map, 3- coordinate grids (multi-step and problem solving), probability, permutations and combinations 4-problem solving, estimating 5- length and size of diagonals , sum and measure of interior angles, measurement conversions</p> <input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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 below: <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 below: <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
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Steps	Quarter 1 Deployment Plan All Math-Strategy	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Professional Learning Community (PLC) Surveys mailed to teacher to indicate PLC preferences	P. Brown	Returned surveys	8/25
#2	Instructional Management Team (IMT) will develop PLC's based on survey results	IM Team	PLC plan	9/2
#3	Math PLC will develop plan for fact building for K-5 students	Math PLC	Fact Building Plan	By 9/30
#4	Math PLC will report to IMT	R. Frazier-Snipes	IMT minutes	10/7
#5	IMT share plan with staff to begin executing plan	R. Frazier-Snipes	Staff meeting minutes	10/28
#6	Grade levels will submit a Problem of the Week to Robin Frazier-Snipes by each Friday to be used the following week	Grade level chairs	POW	Weekly through 10/28
#7	Frazier-Snipes will post the POW's in the main hallway for student access	R. Frazier-Snipes	Bulletin Board	Weekly through 10/28
#8	Students will respond to questions on announcements through classroom problem of the week reviews using ROPES strategies	Classroom teachers	Lesson plans	Weekly through 10/28
#9	R. Frazier Snipes will work with teams to develop grade level appropriate vocabulary riddles for each day of the week	R. Frazier-Snipes/CR teachers	List of riddles	Weekly through 10/28

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Math PLC will develop plan for fact building for K-5 students	Math PLC	Fact Building Plan	Continuing through January 30 th
#2	Math PLC will report to IMT	R. Frazier-Snipes	IMT minutes	Continuing through January 30 th
#3	IMT share plan with staff to begin executing plan	R. Frazier-Snipes	Staff meeting minutes	Continuing through January 30 th
#4	Grade levels will submit a Problem of the Week and Vocabulary Riddles to Jennifer Hurley and Robin Frazier- Snipes by each Friday to be used the following week	Grade level chairs	POW	Continuing through January 30 th
#5	Hurley/Frazier-Snipes will post the POW's in the main hallway for student access	R. Frazier-Snipes	Bulletin Board	Continuing through January 30 th
#6	Students will respond to questions on announcements through classroom problem of the week reviews using ROPES strategies	Classroom teachers	Lesson plans	Continuing through January 30 th
#7	R. Frazier Snipes will work with teams to develop grade level appropriate vocabulary riddles for each day of the week	R. Frazier-Snipes/CR teachers	List of riddles	Continuing through January 30 th

#8	Grade levels will debrief with R. Frazier-Snipes/ J. Hurley through weekly grade level meetings on student progress. Staff will collaborate in Teach Tuesdays each month through professional learning communities to analyze results and determine next steps	Grade levels/ Frazier-Snipes/ Hurley	Grade level agendas	Continuing through January 30 th
#9	Brown will share the answers to problem of the week grade level riddles with student help from each grade level on morning announcements on concurrent days. Students will be recognized for correct answers.	P. Brown	Announcement log	Continuing through January 30 th
#10	Math PLC will develop plan for fact building for K-5 students	Math PLC	Fact Building Plan	Continuing through January 30 th
#11	Math PLC and SIT will review nine week plan	Math PLC/ SIT	Math deployment plan	By February 15 th , 2008

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Math PLC will continue plan for fact building for K-5 students (clue boxes, stations)	Math PLC	Fact Building Plan	Continuing through March 27 th
#2	Math PLC will report to IMT	R. Frazier-Snipes	IMT minutes	Continuing through March 27 th
#3	IMT share plan with staff to begin executing plan	R. Frazier-Snipes	Staff meeting minutes	Continuing through March 27 th
#4	Grade levels will continue to submit a Problem of the Week and Vocabulary Riddles to Jennifer Hurley and Robin Frazier- Snipes by each Friday to be used the following week	Grade level chairs	POW	Continuing through March 27 th
#5	Parent Night sponsored by PTA to address Thinking Maps, and weaknesses as determined by quarterly benchmark	IMT	Agenda	March 19 th
#6	Students will continue to respond to questions on announcements through classroom problem of the week reviews using ROPES strategies	Classroom teachers	Lesson plans	Continuing through January 30 th
#7	R. Frazier Snipes and Jennifer Hurley will work with teams to develop grade level appropriate vocabulary riddles for each day of the week	R. Frazier-Snipes/CR teachers	List of riddles	Continuing through March 27 th
#8	Grade levels will debrief with R. Frazier-Snipes/ J. Hurley through weekly grade level meetings on student progress. Staff will collaborate in Teach Tuesdays each month through professional learning communities to analyze results and determine next steps	Grade levels/ Frazier-Snipes/ Hurley	Grade level agendas	Continuing through March 27 th

#9	Brown will share the answers to problem of the week grade level riddles with student help from each grade level on morning announcements on concurrent days. Students will be recognized for correct answers.	P. Brown	Announcement log	Continuing through March 27 th
#10	Math PLC will develop plan for fact building for K-5 students	Math PLC	Fact Building Plan	Continuing through March 27 th

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Math PLC will continue plan for fact building for K-5 students (clue boxes, stations)	Math PLC	Fact Building Plan	Continuing through June 15 th
#2	Math PLC will report to IMT	R. Frazier-Snipes	IMT minutes	Continuing through June 15 th
#3	IMT share plan with staff to begin executing plan	R. Frazier-Snipes	Staff meeting minutes	Continuing through June 15 th
#4	Grade levels will continue to submit a Problem of the Week and Vocabulary Riddles to Jennifer Hurley and Robin Frazier- Snipes by each Friday to be used the following week	Grade level chairs	POW	Continuing through June 15 th
#5	Students will continue to respond to questions on announcements through classroom problem of the week reviews using ROPES strategies	Classroom teachers	Lesson plans	Continuing through June 15 th
#6	R. Frazier Snipes and Jennifer Hurley will work with teams to develop grade level appropriate vocabulary riddles for each day of the week	R. Frazier-Snipes/CR teachers	List of riddles	Continuing through June 15 th
#7	Grade levels will debrief with R. Frazier-Snipes/ J. Hurley through weekly grade level meetings on student progress. Staff will collaborate in Teach Tuesdays each month through professional learning communities to analyze results and determine next steps	Grade levels/ Frazier-Snipes/ Hurley	Grade level agendas	Continuing through June 15 th
#8	Witherspoon will share the answers to problem of the week grade level riddles with student help from each grade level on morning announcements on concurrent days. Students will be recognized for correct answers.	P. Brown	Announcement log	Continuing through June 15 th

Overall SMART Goal: Relationships

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

By 2011, AES will improve student/student and teacher/teacher relationships by decreasing negative responses from surveys items which reflect building successful relationships by 10% as measured by Teacher Working Conditions survey, and district student surveys.

Target SMART Goal/Measure: Relationships (student-student)

(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 2009 the percentage of 3rd, 4th and 5th (surveys needed for 4th) students with negative responses regarding peer relationships (not having friends, students not being nice) on the district student survey will decrease by 10% from 12.7% to 11.5%.

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

District student survey results administered to students in spring 2008 indicated negative responses for 2nd and 4th grade students' relationships with peers. These students are now 3rd and 5th grade

QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? 3rd and 5th grade students have expressed concern with their relationships with others</p> <p>2. Not tell us? 4th grades student input</p> <p>3. Celebration(s) Students have good relationships with teachers</p> <p>4. OFIs? Improve students relationships with peers</p> <p><i>OFIs: Opportunities For Improvement</i></p>	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.	Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.

Plan	Identify Key Strategy (Approach)	<p>5. Next step? (Identify key strategy or approach)</p> <p>We will increase focus on peer socialization and relationship building opportunities for 3-5 students through sessions with classroom teachers, counselor and social worker</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue to increase focus on peer socialization and relationship building opportunities for 3-5 students through sessions with classroom teachers, counselor and social worker</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue to increase focus on peer socialization and relationship building opportunities for 3-5 students through sessions with classroom teachers, counselor and social worker, as well as with Archer Connect</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue to increase focus on peer socialization and relationship building opportunities for K-5 students through sessions with classroom teachers, counselor and social worker, as well as with Archer Connect Clubs</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	<p>3-5 classroom teachers</p> <p>Student Leadership Committee</p> <p>Adriana Zuniga-Counselor</p> <p>Tashena Cherry-social worker</p>	<p>3-5 classroom teachers</p> <p>Student Leadership Committee</p> <p>Adriana Zuniga-Counselor</p> <p>Tashena Cherry-social worker</p>	<p>School staff</p> <p>Adriana Zuniga-counselor</p> <p>Tashena Cherry-Social worker</p>	<p>School staff</p> <p>Adriana Zuniga-counselor</p> <p>Tashena Cherry-Social worker</p>	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	<p>PTA support for student activities</p> <p>Fundraising for student activities</p>	<p>PTA support for student activities</p> <p>Fundraising for student activities</p>	<p>Parent and PTA support for student activities and Archer clubs</p> <p>Fundraising for student activities</p>	<p>Parent and PTA support for student activities and Archer clubs</p> <p>Fundraising for student activities</p>	
Plan	Resources Needed during the current quarter	<p>-Materials for social worker/ counselor to work with students</p>	<p>-Materials for social worker/ counselor to work with students</p>	<p>-Materials for Archer clubs</p>	<p>Materials for Archer clubs</p>	

Plan	Professional Development during the current quarter (Indicate title, content and audience)	Counselor Conference to support social skills	Staff development conflict resolution for staff can be applied to students	Staff development Conflict resolution for staff can be applied to students	Staff development Conflict resolution for staff can be applied to students	
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Communication with parents about student activities and progress	Communication with parents about student activities and progress	Communication with parents about student activities and progress	Communication with parents about student activities and progress	
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. student surveys</p> <p>B. counselor/SW/ Classroom teacher observations</p> <p>C Survey data and observations.</p>	<p>student surveys</p> <p>B. counselor/SW/ Classroom teacher observations</p> <p>C Survey data and observations.</p>	<p>A. student surveys/spreadsheet</p> <p>B. student/parent/ staff surveys</p> <p>C. student/parent/staff surveys</p>	<p>. student surveys/spreadsheet</p> <p>B. student/parent/ staff surveys</p> <p>C. student/parent/staff surveys</p>	<p>A.</p> <p>B.</p> <p>C.</p>
Study	<p>Report the data from the current quarter deployment plan and use the data questions to analyze the results</p>	<p>9. What does the data tell us? The data has not been analyzed as of this time. We will review it in our next review session</p> <p>10. Not tell us?</p> <p>11. Celebration(s)? Overall office referrals have significantly decreased these nine weeks. Visible improvement in 5th grade behavior is evident.</p> <p>12. OFIs?</p> <p>13. Continue to keep lines of communication open through verbal praise and affirmation</p>	<p>16. What does the data tell us? Connect Archer surveys indicate that staff and students are interested in clubs</p> <p>17. Not tell us? Whether the clubs will address student needs based on survey</p> <p>18. Celebration(s)? We are on schedule to begin clubs</p> <p>19. OFIs Continue receiving input from all stakeholders to continue improvement with program</p>	<p>What does the data tell us? Connect Archer surveys indicate that staff and students are interested in clubs</p> <p>20. Not tell us? Whether the clubs will address student needs based on survey</p> <p>21. Celebration(s)? We are on schedule to begin clubs</p> <p>22. OFIs Continue receiving input from all stakeholders to continue improvement with program</p>	<p>9. What does the data tell us?</p> <p>10. Not tell us?</p> <p>11. Celebration(s)?</p> <p>12. OFIs?</p>	<p>5. What does the data tell us?</p> <p>6. Not tell us?</p> <p>7. Celebration(s)?</p> <p>8. OFIs?</p>

Steps	Quarter 2 Deployment Plan- Student/Student	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Give survey to students	3-5 teachers (homeroom)	Completion	By November 30 th
#2	Share results w/ SIT	Brown	Completion	By December 15 th
#3	Share results w/ Staff and Student leadership	Brown	Completion	By December 15 th
#4	Student Leadership team develop student activities calendar	Student Activities committee	Completion	By January 30 th
#5	Share results w/ SIT to analyze results and determine next steps	Brown	Completion	By January 30 th

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	School voted and approved Archer Connect Clubs	SIT	Minutes	Jan. 15 th
#2	Teachers were surveyed to determine club choices	Epps, Carver, Brown	Survey	Jan. 28 th
#3	Advertisements were given for clubs on morning announcements, connect ed, and with club flags	Epps, Carver, Brown	Connect ed log	Feb 2 nd
#4	Student survey was developed and given to students	Epps, Carver, Brown	Student Survey	Feb 5 th
#5	Letters sent home to parents to recruit volunteers and donations	Epps, Carver, Brown		
#6	Compiled final selections and sent out to staff	Epps, Carver, Brown	Spreadsheet	Feb 12 th
#7	Student clubs begin	Staff		Feb 20 th
#8	Surveys to students, staff, and parents	Epps, Carver, Brown	Surveys	Week of Feb 27 th
#9	SIT analyze surveys	SIT	Results	March 12 th
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Student Clubs Continue	Carver, Epps, Student Leadership	Spreadsheets	May 15, June 15
#2	Student survey on clubs	Classroom teachers	Survey	By June 15
#3	Staff and parent survey on clubs	Student leadership/ teachers	Survey results	By June 15
#4	SIT review survey results, plan for next year	SIT	Surveys	June 18 th

Overall SMART Goal: Relationships

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

By 2011, AES will improve student/student and teacher/teacher relationships by decreasing negative responses from surveys items which reflect building successful relationships by 10% as measured by Teacher Working Conditions survey, and district student surveys.

Target SMART Goal/Measure: Relationships (teacher-teacher)

(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 2009 the percentage of teachers with negative responses regarding collegial relationships (trust and mutual respect) on the NC Teacher Working Conditions survey and staff surveys will decrease by 15% from 56% to 47.6%.

Target goal for 2010	Target goal for 2011
40.5	34.4

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

The NC Teacher Working Conditions Survey reflected that collegial relationships involving trust and mutual respect were a significant concern for teachers.

QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? Teachers have expressed concern regarding collegial respect on the TWC survey</p> <p>2. Not tell us? New teacher input</p> <p>3. Celebration(s) teachers have some input into decision making</p> <p>4. OFIs? Improve staff relationships and building PLC's</p> <p><i>OFIs: Opportunities For Improvement</i></p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>

Plan	<p align="center">Identify Key Strategy (Approach)</p>	<p>5. Next step? (Identify key strategy or approach)</p> <p>We will develop a plan to increase staff morale which will include staff participation in teambuilding and leadership training as led by a consultant from the Center of Creative Leadership as monitored by the Climate/Courtesy Committee and the SIT</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue implementation of our plan to increase staff morale which will include staff participation in teambuilding and leadership training as led by a consultant from the Center of Creative Leadership as monitored by the Climate/Courtesy Committee and the SIT</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue implementation of our plan to increase staff morale which will include staff participation in teambuilding and leadership training as led by a consultant from the Center of Creative Leadership as monitored by the Climate/Courtesy Committee and the SIT</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>We will continue implementation of our plan to increase staff morale which will include the review of staff surveys from CCL teambuilding training as led by a consultant from CCL as shared with Climate/Courtesy</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>
Plan	<p align="center">Person(s) Responsible for ensuring the strategy is deployed during the current quarter</p>	<p>Climate/Courtesy Committee Patrice Brown, Principal</p>	<p>Climate/Courtesy Committee Patrice Brown, Principal SIT</p>	<p>Climate/Courtesy Committee Patrice Brown, Principal SIT</p>	<p>Climate/Courtesy Committee Patrice Brown, Principal SIT</p>	
Plan	<p align="center">Resources Available during the current quarter (include \$ encumbered and name of budget)</p>	<p>Title 1 funds State staff development funds</p>	<p>Title 1 funds State staff development funds</p>	<p>Title 1 funds State staff development funds</p>	<p>Title 1 funds State staff development funds</p>	
Plan	<p align="center">Resources Needed during the current quarter</p>	<p>Payment for CCL consultant Teambuilding materials</p>	<p>Payment for CCL consultant Teambuilding materials Courtesy Committee</p>	<p>Payment for CCL consultant Teambuilding materials Courtesy Committee</p>	<p>Visit AB Combs elementary to observe climate and best practices</p>	

Plan	Professional Development during the current quarter (Indicate title, content and audience)	Teambuilding with CCL	Teambuilding with CCL	\Teambuilding with CCL, Vertical PLC's (Teach Tuesday)	Teambuilding with CCL, Vertical PLC's (Teach Tuesday)	
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Parent members represented on SIT	Parent members represented on SIT	Parent members represented on SIT	Parent members represented on SIT	
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. TWC surveys</p> <p>B. Climate committee surveys</p> <p>C. staff surveys</p>	<p>A. TWC surveys</p> <p>B. Climate committee surveys</p> <p>C. staff surveys Suggestion Box</p>	<p>A. TWC surveys</p> <p>B. Climate committee surveys</p> <p>C. staff surveys Suggestion Box</p>	<p>A. TWC surveys</p> <p>B. Climate committee surveys</p> <p>C. staff surveys Suggestion Box</p>	<p>A.</p> <p>B.</p> <p>C.</p>
Study	<p>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 survey has not yet been given to staff. It will be analyzed during the next review session.</p> <p>2. Not tell us?</p> <p>3. Celebration(s) 100% participation with United Way, Think Pink participation, staff recognition for occasions</p> <p>4. OFIs? Continue to encourage and support staff.</p>	<p>23. What does the data tell us? Have not received staff survey results yet</p> <p>24. Not tell us? Have not yet received results yet</p> <p>25. Celebration(s)?</p> <p>26. Staff has been very supportive of staff members in need</p> <p>27. OFIs Continue to support and encourage staff</p>	<p>28. What does the data tell us? Staff survey results indicated continued needs in communication and teambuilding</p> <p>29. Not tell us? Have not yet received results yet</p> <p>30. Celebration(s)?</p> <p>31. Staff has been very supportive of staff members in need, learning new strategies for teambuilding</p> <p>32. OFIs Continue to support and encourage staff</p>	<p>5. data tell us?</p> <p>6. Not tell us?</p> <p>7. Celebration(s)?</p> <p>8. OFIs?</p>	<p>9. What does the data tell us?</p> <p>10. Not tell us?</p> <p>11. Celebration(s)?</p> <p>12. OFIs?</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"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal	
		<input checked="" type="checkbox"/> NO If no, check the appropriate action below:	<input checked="" type="checkbox"/> NO If no, check the appropriate action below:	<input checked="" type="checkbox"/> NO If no, check the appropriate action below:	<input checked="" type="checkbox"/> NO If no, check the appropriate action below:	<input checked="" type="checkbox"/> NO If no, check the appropriate action below:	<input checked="" type="checkbox"/> NO If no, check the appropriate action below:
		<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr	<input checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr	<input checked="" 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, but make improvements to deployment plan	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan	<input type="checkbox"/> Continue current strategy, but make improvements to deployment plan	<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"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan Teacher/Teacher #1	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Survey staff for ideas for teambuilding and fostering positive relationships.	E. Alexander	Completion	August 4
#2	SIT participate in teambuilding/leadership training and assessments	CCL consultant- Sylvia Burgess	Agendas/ FIRO-B assessments	August 12
#3	Send survey to staff in 1 st staff mailing	P. Brown	Completion	August 15
#4	Staff participate in teambuilding assessments/ activities during opening staff meeting	CCL consultant- Sylvia Burgess	Agendas/Assessments	August 21
#5	Submit responses to climate/courtesy committee	P. Brown	Completion	August 25
#6	Climate/courtesy committee puts together a calendar of feasible staff activities based on survey responses	Climate/Courtesy Committee	Completion	September 12
#7	Climate/courtesy committee submits preliminary calendar to staff for approval (via email if necessary)	Climate/Courtesy Committee	Completion	September 16
#8	Finalize calendar	SIT and CCC	Completion	September 30
#9	SIT debrief and discuss on effectiveness of trainings and determine focus for October CCL session	SIT	Agenda	October 9

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Survey staff for ideas for fostering positive relationships.	Climate/Courtesy Committee	Completion	By November 30 th
#2	Climate/courtesy committee puts together a calendar of feasible staff activities based on survey responses	Climate/Courtesy Committee	Completion	By November 30 th
#3	Climate/courtesy committee submits preliminary calendar to staff for approval (via email if necessary)	Climate/Courtesy Committee	Completion	By December 30 th
#4	Finalize calendar	SIT and CCC	Completion	By December 30 th
#5	SIT debrief and discuss on effectiveness of trainings and determine focus for October CCL session	SIT	Agenda	By January 30 th

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Survey staff for ideas for fostering positive relationships.	Climate/Courtesy Committee	Completion	By February 28 th
#2	Climate/courtesy committee review progress of teacher working conditions survey in February	Climate/Courtesy Committee/ Hilbinger	Completion	By February 28 th
#3	Climate/courtesy committee submits report to SIT chair	Climate/Courtesy Committee/ Hilbinger	Completion	by March 1 st
#4	SIT reviews climate/ courtesy report	SIT	Completion	March 12 th
#5	SIT reports to staff	SIT / P. Brown	Agenda	March staff meeting

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Discuss staff for ideas for building communication	Climate/Courtesy Committee	Completion	By June 15
#2	SIT visits AB Combs Elementary for input on communication, climate and teams	Climate/Courtesy Committee/ Hilbinger	Completion	By June 15
#3	Climate/courtesy committee submits report to SIT chair	Climate/Courtesy Committee/ Hilbinger	Completion	By June 15
#4	SIT reviews climate/ courtesy report	SIT	Completion	By June 15
#5	SIT reports to staff	SIT / P. Brown	Agenda	By June 15

Goals, Strategies, Monitoring and Budget

Overall SMART Goal: Reading

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

By 2011, AES will decrease the percentage of students scoring non proficient in Reading by 10% each year from 58.6 to 42.8.

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 2009, AES will decrease the percentage of students that are non- proficient in Reading by 10% from 58.6 t

Target goal for 2010	Target goal for 2011
47.5	42.8

Supporting Data for SMART GOAL:

Insert (or attach) data table to support the selection of the above stated overall SMART Goal and Target SMART Goal

	Below Emergent	Emergent	Early	Transitional	Extending
Kindergarten					
Second Quarter	2%	54%	44%	0%	0%
Fourth Quarter	0%	9%	85%	6%	0%

	Below Emergent	Emergent	Early	Transitional	Extending
Grade 1					
First Quarter	0%	14%	72%	14%	0%
Second Quarter	0%	3%	57%	35%	5%
Third Quarter	0%	2%	29%	57%	12%
Fourth Quarter	0%	0%	24%	60%	16%

	Below Emergent	Emergent	Early	Transitional	Extending
Grade 2					
First Quarter	0%	1%	22%	49%	28%
Second Quarter	0%	1%	16%	35%	48%
Third Quarter	0%	1%	13%	28%	58%
Fourth Quarter	0%	1%	10%	27%	61%

The overall proficiency of 3-5 students in reading decreased from 78.8% in 2005-06 to 75.5% in 2006-07. 2006-07 Goal summaries reflect the following percentages of proficiency for each of the Reading Categories:

Category	Cognition (36%)	Interpretation (36%)	Critical Stance (20%)	Connections (8%)
3 rd	69.4	61	56.9	72.5
4 th	61.2	60.2	56.6	61.8
5 th	73.3	68.7	65.6	66.7

As a result, our student data reflects that we need continued focus on higher order thinking and vocabulary as it relates to interpretation and critical stance.

QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
Study	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? We need to continue our focus on our “all” subgroup due to the continued challenges of non-proficient students.</p> <p>2. Not tell us? 2007-08 Reading Data</p> <p>3. Celebration(s) We were a school of high growth last year. If we make AYP in Reading based on 2007-08 results, we will only be under sanctions for one additional year</p> <p>4. OFIs? 1. Continue growth in reading</p> <p><i>OFIs: Opportunities For Improvement</i></p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p>

Plan	Identify Key Strategy (Approach)	<p>5. Next step? (Identify key strategy or approach)</p> <p>Teachers will utilize Thinking Maps, vocabulary notebooks, and journal responses to support students increase in higher order thinking and vocabulary acquisition.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Teachers will continue to utilize Thinking Maps, vocabulary notebooks, and journal responses to support students increase in higher order thinking and vocabulary acquisition.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Teachers will continue to utilize Thinking Maps, vocabulary notebooks, and journal responses to support students increase in higher order thinking and vocabulary acquisition.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p> <p>Teachers will continue to utilize Thinking Maps, vocabulary notebooks, and journal responses to support students increase in higher order thinking and vocabulary acquisition.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Shellie Young 3-5 Reading Impact/CF Jennifer Hurley K-2 Impact Reading Professional Learning Community	Shellie Young 3-5 Reading Impact/CF Jennifer Hurley K-2 Impact Reading Professional Learning Community	Shellie Young 3-5 Reading Impact/CF Jennifer Hurley K-2 Impact Reading Professional Learning Community	Shellie Young 3-5 Reading Impact/CF Jennifer Hurley K-2 Impact Reading Professional Learning Community	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title 1 funds District Professional development funds	Title 1 funds District and State funds	Title 1 funds District and State funds	Title 1 funds District and State funds	

Plan	Resources Needed during the current quarter	Funds for resources for items to support reading instruction (ex. vocabulary/ journal notebooks) Food for Title 1 parent involvement	Funds for resources for items to support reading instruction (ex. vocabulary/ journal notebooks) Food for Title 1 parent involvement	Funds for resources for items to support reading instruction (ex. vocabulary/ journal notebooks) Food for Title 1 parent involvement	Funds for resources for items to support reading instruction (ex. vocabulary/ journal notebooks) Food for Title 1 parent involvement	
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Thinking Maps 6 Step Vocabulary Reading/Writing Connections	Thinking Maps 6 Step Vocabulary Reading/Writing Connections	Thinking Maps 6 step Vocabulary Reading/ Writing Connections	Thinking Maps 6 step Vocabulary Reading/ Writing Connections	
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Sharing Title 1 plan with parents at Back to School Night	Sharing Title 1 plan with parents at EOG Night and Literacy Luncheon	Sharing Title 1 plan with parents at k/1 and 4/5 meetings (2/3 meeting was held in February)	Sharing Title 1 plan with parents at May PTA meeting/K-2 performance	
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. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>B DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>C. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p>	<p>A. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>B DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>C. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p>	<p>A. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>B DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>C. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p>	<p>A. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>B DRA's, QRI's, Benchmark assessments. Reading performance tasks</p> <p>C. DRA's, QRI's, Benchmark assessments. Reading performance tasks</p>	<p>A.</p> <p>B.</p> <p>C.</p>
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Study	Report the data from the current quarter deployment plan and use the data questions to analyze the results	<p>14. What does the data tell us? 1st- 74% proficient 2nd- 57% proficient 3rd- 44.5% proficient 4th- 55.6% proficient 5th- 50.6% proficient</p> <p>15. Not tell us? 16. Celebration(s)? UC/LC recognition (K) Beginning Sounds , Strong PAST (1) Responding to Text through Journals (2) Main Idea, Supporting Details (3) Metacognition (4) Making Connections (5)</p> <p>17. OFIs? Letter Sounds, Generating Rhymes (K) Rereading to check accuracy (1) Sight Word Recognition (2) Vocabulary in Context (3) Inferences/Author's purpose (4) Problem-Solution/ Inferences and Drawing Conclusions (5)</p>	<p>33. What does the data tell us? K- n/a 1-62% 2nd- 59% 3rd 48.1 4th 52.9 5- 57.7 R</p> <p>34. Not tell us? 35. Celebration(s)? K- Initial sounds 1- making connections and predictions 2- making predictions 3- making connections to self/comparing and contrasting 4- metacognition 5- metacognition/ reading OFIs K- retelling 1- comprehension 2- letter sounds and patterns 3- inferences and main idea/ explaining choice of reading materials 4- critical stance/ analyzing information 5- problem/solution and supporting answers</p>	<p>36. What does the data tell us? K- 89% 1- 60% 2- 60% 3- 44% 4- 53.7 5- 66.79</p> <p>37. Not tell us? Progress monitoring of comprehension skills Free and reduced</p> <p>38. Celebration(s)? K- letter sound rhyming, beginning sounds, most have mastered PAST and Phonics, most can write 2-3 sentences. 1- connection to writing, tell me using flow maps, PA /Phonics (weekly focus) 2- enjoy reading, picture walks, predictions, text features 3- locating information, identifying similarities and differences, making connections (text-text) , inferences , 4-locating key words and relevant information 5- problem solution, inferences, examining reasons for characters actions</p> <p>39. OFIs K- cvc's groups, short vowels, onset-rime , retell, drawing details 1- retelling, making connections text-text 2- decoding ((prefixes and suffixes) and fluency 3- author's purpose, cause/effect, main idea- non-fiction text, 4-main idea, supporting detail, summarizing 5- tone, author's purpose, vocabulary and test taking, metacognitive strategies</p>	<p>13. What does the data tell us? 14. Not tell us? 15. Celebration(s)? 16. OFIs?</p>	<p>2. What does the data tell us? 3. Not tell us? 4. Celebration(s)? 5. OFIs?</p>
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Act/Plan	Target Goal Met?	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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 checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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 checked="" type="checkbox"/> NO If no, check the appropriate action below: <input checked="" 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 below: <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 below: <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
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Steps	Quarter 1 Deployment Plan All-Reading	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	PLC Surveys mailed to teacher to indicate PLC preferences	P. Brown	Returned surveys	8/25
#2	IMT will develop PLC's based on survey results	IM Team	PLC plan	9/9
#3	Reading PLC will develop plan for vocabulary building for K-5 students	Reading PLC	Reading Plan	By 9/30
#4	Reading PLC will report to IMT	S. Young	IMT minutes	10/7
#5	IMT share plan with staff to begin executing plan	S. Young	Staff meeting minutes	10/28
#6	Grade levels will utilize vocabulary notebooks to address 6 step plan	Grade level chairs	Vocabulary notebooks/	Weekly through 10/28
#7	Grade levels will debrief with S. Young/ J. Hurley/ P. Brown through weekly grade level meetings on student progress and Teachscape walkthrough results as they reflect higher order questioning and explicit think-alouds	Grade levels/ Young/ Hurley	Grade level agendas	Weekly through 10/28

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Reading PLC will develop plan for vocabulary building for K-5 students	Reading PLC	Reading Plan	Continuing through January 30 th
#2	Reading PLC will report to IMT	S. Young	IMT minutes	Continuing through January 30 th
#3	IMT share plan with staff to begin executing plan	S. Young	Staff meeting minutes	Continuing through January 30 th
#4	Grade levels will utilize vocabulary notebooks to address 6 step plan	Grade level chairs	Vocabulary notebooks/	Continuing through January 30 th
#5	Grade levels will debrief with S. Young/ J. Hurley/ P. Brown through weekly grade level meetings on student progress and Teachscape walkthrough results as they reflect higher order questioning and explicit think-alouds and evidenced through student journals and work samples	Grade levels/ Young/ Hurley	Grade level agendas	Continuing through January 30 th

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Reading PLC will develop plan for vocabulary building for K-5 students	Reading PLC	Reading Plan	Continuing through March 27 th
#2	Reading PLC will report to IMT	S. Young	IMT minutes	Continuing through March 27 th
#3	IMT share plan with staff to begin executing plan	S. Young	Staff meeting minutes	Continuing through March 27 th
#4	Grade levels will utilize vocabulary notebooks to address 6 step plan	Grade level chairs	Vocabulary notebooks/	Continuing through March 27 th
#5	Grade levels will debrief with S. Young/ J. Hurley/ P. Brown through weekly grade level meetings on student progress and Teachscape walkthrough results as they reflect higher order questioning and explicit think-alouds and evidenced through student journals and work samples	Grade levels/ Young/ Hurley	Grade level agendas	Continuing through March 27 th

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Reading PLC will develop plan for vocabulary building for K-5 students	Reading PLC	Reading Plan	Continuing through June 15
#2	Reading PLC will report to IMT	S. Young	IMT minutes	Continuing through June 15
#3	IMT share plan with staff to begin executing plan	S. Young	Staff meeting minutes	Continuing through June 15
#4	Grade levels will utilize vocabulary notebooks to address 6 step plan	Grade level chairs	Vocabulary notebooks/	Continuing through June 15
#5	Grade levels will debrief with S. Young/ J. Hurley/ P. Brown through weekly grade level meetings on student progress and TeachScape walkthrough results as they reflect higher order questioning and explicit think-alouds and evidenced through student journals and work samples	Grade levels/ Young/ Hurley	Grade level agendas	Continuing through June 15

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
Patrice Brown	Principal	on file	9/2/08
Lauren Gore	Kindergarten	on file	9/2/08
Lakisha Graham	1 st grade	on file	9/2/08
April Johnson	2 nd grade	on file	9/2/08
Erin Alexander	3 rd grade	on file	9/2/08
Denise Davis	4 th grade	on file	9/2/08
Brandon Cash	5 th grade	on file	9/2/08
Cindy Hilbinger	Specialist (ESL)	on file	9/2/08
Dorinda Carver	Specialist (Art)	on file	9/2/08
Adriana Zuniga	Counselor	on file	9/2/08
Temeka Epps	Classified (Teacher Assistant)	on file	9/2/08
Vanessa Frazier	Parent	on file	9/2/08

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9/30/08

Principal's Signature: on file

Results (% Approval): 100%

Date: 9/30/08

Approved By Division of Academic Improvement

Instructional Improvement Officer's

Signature: on file

Date: 10-2-2008

Approved by GCS Board of Education

Date: _____

Quarterly Review Team Members Signatures

The following team members collaborated with school staff to review the School Improvement Plan for our school:

Name	Position or Role	Signature	Date
Patrice Brown	Principal	on file	11/13/08
Lauren Gore	Kindergarten	on file	11/13/08
Lakisha Graham	1 st grade	on file	11/13/08
Erin Alexander	3 rd grade	on file	11/13/08
Denise Davis	4 th grade	on file	11/13/08
Cindy Hilbinger	Specialist (ESL)	on file	11/13/08
Dorinda Carver	Specialist (Art)	on file	11/13/08
Adriana Zuniga	Counselor	on file	11/13/08
Temeka Epps	Classified (Teacher Assistant)	on file	11/13/08
Vanessa Frazier	Parent	on file	11/13/08

(I.e. Instructional Improvement Officer, Curriculum Officer, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)

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.

Safe Schools Plan - continued

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 annually gather input from students, parents and staff relative to school safety.	Principal	By June 2009	Surveys	None	Returned surveys will indicate that 80% feel confident that Archer is a safe school.
To update and utilize Safety/Crisis and Emergency Plans.	Principal	September 2008	School wide staff development on crisis plan, via faculty meeting.	None	Students, staff and parents are knowledgeable of our crisis Plans and procedures.
To continue school wide discipline focus (P.R.I.D.E.) to correlate with Archer's character education program.	Principal, Parents, Staff and Students	August –May	School Counselor will provide character focus for each month	None	Fewer discipline referrals and suspensions.
To use the IST team to identify, serve, and monitor the progress of identified students	Principal, Parents, and Staff members.	On going	IST training in September	None	Fewer retentions and fewer discipline referrals.

**School Improvement Plan for 2008 - 2009
(and Action Plan for Healthy Students in Safe, Orderly and Caring Schools)**

LEA: Guilford County Schools

School: Archer Elementary School

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

School Improvement Objective: Establish and maintain a coordinated school health program

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 during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		Teachers must include 15 minutes of structured play and 15 minutes on equipment. Each student must have included a daily 30 minute physical activity.		

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		27,000
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

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.	Individual care plans were designed for students with diabetes.			Need Assistance (Please describe.)
Ensure that all visitors come directly to the school office to register before visiting students by using monitor in school office and electronic sign-in	Yes			Additional monitors are needed
Ensure that all parents that pick-up in the afternoon are on check out list by using car rider tags and check list	Yes			

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: Archer Elementary

Requests for Waiver	
1.	Describe the waiver you are requesting. N/A
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.