

Brooks Global Studies Extended Year Magnet School
Guilford County Schools
2008-2011 School Improvement Plan

Vision Statement

Our purpose is to provide our students with a superior academic program and maintain high performance expectations. Through a balanced academic curriculum of reading, writing, math, science, and technology, we will enable our students to gain a global perspective and knowledge of people of diverse cultures. We are committed to preparing each student to become a respectful, caring, and successful citizen in an ever-changing global society.

Self Assessment

Current AYP Status:	Met	Current ABC Status:	Expected
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(Synthesized Narrative from Self-Assessment Exercises)

Brooks Global Studies is a unique, vibrant learning community. Our focus as a magnet school is Global Literacy and we celebrate the diversity of our global community. We have an extended school year which means our students are in attendance 200 days. We are a designated magnet school, meaning we have no attendance zone or neighborhood school population. All our students are here by parental choice. Our journey of success begins with our student attendance rate topping the chart at 97.2%. The tradition of excellence is evident in our parental support and well qualified teaching staff.

Brooks has an emphasis on balanced literacy with an increased focus on guided reading in order to better meet the diverse needs of all of our learners. Teachers are able to utilize data from the DRA and DIBELS assessments in grades K-2 in order to guide their instruction. Daytime tutors support math instruction in grades three, four and five throughout the school year

Brooks Global also faces some challenges for the upcoming academic cycle; there is an ongoing need for more daytime tutors to better address the diverse needs of our learners in all grades. Our data team and leadership team will need to work to help teachers create a plan to balance time for instruction and time for multiple assessments.

Our most significant opportunities for improvement in the coming years are implementing a stronger math foundation in all grades; therefore, we will use our data from our formative assessments to increase math development. In addition, we will continue to foster community relationships to support and supplement volunteers and tutoring efforts

Goals, Strategies, Monitoring and Budget

Overall SMART Goal:

By June 2011, the percentage of students that will be at or above grade level in math will increase from 84.1% to 93% in grades 3-5 as determined by EOG Scores and from 95.6% to 98% in grades K-2 as determined by K-2 summative math assessments.

Target SMART Goal/Measure:

By June 2009, the percentage of grades 3-5 students scoring proficient or above in math will increase from 84.1% to 89.3%.

By June 2009, the percentage of K-2 students scoring proficient or above in math will increase from 95.6% to 96.6%.

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

EOG Data Math:

All: 84.1

AA: 81.0

W: 86.0

ED: 79.3

3 of 28

QUARTERLY ACTION PLAN

	Study	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
	<p style="text-align: center;">Data analysis: (SWOT) analysis</p> <p style="text-align: center;"><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>1. What does the data tell us? Proficiency rates for our Caucasian students are 86% African American students are 81%; free and reduced lunch students are 79.3%. The achievement gap between our African American and Caucasian students is 5%.</p> <p>2. Not tell us? Data does not indicate specific grade level information nor does it specify the performance of our Advanced Learners. The data for K-2 is based on K-2 Assessments and the scoring rubric; it is not completely standardized as is the NC EOG Assessment tools.</p> <p>3. Celebration(s)? We made AYP</p> <p>4. OFIs?</p>	<p>1. What does the data tell us? Based on the intervention of the tutor, 5th grade math: mean scores have stayed consistent @ 58.8 % proficiency. Using the same intervention, 3rd grade, math scores decreased from the 55th% proficient to 50% proficient.</p> <p>2. Not tell us? Our current data does not indicate consistent correlation between quarter 1 and quarter 2.</p> <p>3. Celebration(s)? 5th grade remained consistent in proficiency.</p> <p>4. OFIs? Comparing data from quarter 1 and quarter 2</p> <p>Saturday Academy will begin on February 28 and will consist of 8 sessions.</p> <p>In third grade, during IE time, small group instruction involving regular, special education and tutoring staff, has started for math instruction. Focus is test taking strategies, standard course of study goals and overall math concepts.</p> <p>In fifth grade, flexible groups have been formed based on student need/scores.</p> <p>Threats: Based on our current level of proficiency, we have a potentially high number of students facing summer school.</p>	<p>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</p> <p>Our scores are increasing therefore, we are going to continue with our plan that we have in place.</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) Utilize a math impact tutor to provide small group instruction to targeted students who need additional support in math</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Saturday Academy to address mathematic skills.</p> <p>Tutors in grades 3-5 during the school day working with small groups of children whom fall in an elevated level 2 and low 3 range of proficiency.</p> <p>Small group math tutoring and remediation in grade 3 with regular, special and tutoring staff.</p> <p>Grade 5 has divided into small groups to focus on children whom fall in an elevated level 2 and low 3 range of proficiency.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Saturday Academy to address mathematic skills.</p> <p>Tutors in grades 3-5 during the school day working with small groups of children whom fall in an elevated level 2 and low 3 range of proficiency.</p> <p>Small group math tutoring and remediation in grade 3 with regular, special and tutoring staff.</p> <p>Grade 5 has divided into small groups to focus on children whom fall in an elevated level 2 and low 3 range of proficiency.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs) Saturday Academy to address mathematic skills.</p> <p>Tutors in grades 3-5 during the school day working with small groups of children whom fall in an elevated level 2 and low 3 range of proficiency.</p> <p>Small group math tutoring and remediation in grade 3 with regular, special and tutoring staff.</p> <p>Grade 5 has divided into small groups to focus on children whom fall in an elevated level 2 and low 3 range of proficiency.</p>	<p>5. Next step? (revise key strategy as needed to address identified OFIs)</p>
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Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal, Curriculum Facilitator, Classroom teachers, Data team	Principal, Curriculum Facilitator, Classroom teachers, Data team	Principal, Curriculum Facilitator, Classroom teachers, Data team	Principal, Curriculum Facilitator, Classroom teachers, Data team	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	GEMS, tutoring, calculators, math manipulative kits, Study Island, Acheivement Series, Interns (A&T), parent volunteers, math tutor (specialist) 072 and 069 fund	GEMS, tutoring, calculators, math manipulative kits, Study Island, Acheivement Series, Interns (A&T), parent volunteers, math tutor (specialist) 072 and 069 fund	GEMS, tutoring, calculators, math manipulative kits, Study Island, Acheivement Series, Interns (A&T), parent volunteers, math tutor (specialist) 072 and 069 fund	GEMS, tutoring, calculators, math manipulative kits, Study Island, Acheivement Series, Interns (A&T), parent volunteers, math tutor (specialist) 072 and 069 fund	
Plan	Resources Needed during the current quarter	Increased funds for tutors	Increased funds for tutors	Increased funds for tutors	Increased funds for tutors	
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Vertical Teaming Grade level teachers	Vertical teaming Grade level teachers CF and Principal meetings Individualized data meeting with teachers, CF and Principal	Vertical teaming Grade level teachers CF and Principal meetings Individualized data meeting with teachers, CF and Principal	Vertical teaming Grade level teachers CF and Principal meetings Individualized data meeting with teachers, CF and Principal	

Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Review data at leadership team meeting with parent representatives	Send a letter to parents in reference to our latest data. Quarterly Parent Conference/ Semester Progress Meetings	Quarterly Parent Conference/ Semester Progress Meetings	Quarterly Parent Conference/ Semester Progress Meetings	
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. Teachscape walkthrough data; Benchmark data; K-2 Assessment data B. same as A C. same as A	A. Teachscape walkthrough data; Benchmark data; K-2 Assessment data B. Quarterly Benchmark Data C. Quarterly Benchmark Data	A. . Teachscape walkthrough data; Benchmark data; K-2 Assessment data B. Quarterly Benchmark Data C. Quarterly Benchmark Data	A. . Walkthrough data; Benchmark data; K-2 Assessment data B. Quarterly Benchmark Data C. Quarterly Benchmark Data	A. B. C.

Study	Report the data from the current quarter deployment plan and use the data questions to analyze the results	<p>1. What does the data tell us? We have used our tutor to push into the 3rd and 5th grade classes to assist with instruction using an inclusion model. The tutor comes on Monday and Tuesday for 3rd grade and Wednesday and Thursday for 5th grade.</p> <p>2. Not tell us? Due to the fact that this data is from the district benchmarks, we are not sure what the proficiency number will be from the state test.</p> <p>3. Celebration(s)? We are seeing a difference in the students response based on the tutoring in the classroom.</p> <p>4. OFIs?</p>	<p>5. What does the data tell us? K-2 data tells us that students are at 83% proficiency. Based on the interventions of flexible skill groupings will continue to strengthen skills and show growth. Based on the intervention of the tutor, 5th grade math: mean scores have stayed consistent @ 58.8 % proficiency. Using the same intervention, 3rd grade, math scores decreased from the 55^t% proficient to 50% proficient.</p> <p>6. Not tell us? Our current data does not indicate consistent correlation between quarter 1 and quarter 2.</p> <p>7. Celebration(s)? 5th grade remained consistent in proficiency. K-2 data confirms individual growth for some students.</p> <p>8. OFIs? Comparing data from quarter 1 and quarter 2 Saturday Academy will begin on February 28 and will consist of 8 sessions. In third grade, during IE time, small group instruction involving regular , special education and tutoring staff, has started for math instruction. Focus is test taking strategies, standard course of study goals and overall math concepts.</p> <p>In fifth grade, flexible groups have been formed based on student need/scores.</p>	<p>1. What does the data tell us? K-2 students are 95% proficient. The ability grouping is working in favor of our students. Based on the intervention of the tutor, 5th grade math: mean scores have stayed consistent @ 58.4 % proficiency. Using the same intervention, 3rd grade, math scores increased from the 50^t% proficient to 59.7% proficient.</p> <p>2. Not tell us? Our current data does not indicate consistent correlation between quarter 2 and quarter 3.</p> <p>3. Celebration(s)? We had students who there were a total of 170 students who showed growth for this quarter.</p> <p>4. OFIs</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs?</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. 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 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 type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input checked="" 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 type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input checked="" 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	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Presentation of data and draft SIP staff	Principal, Data Team, CF		9/2/2008
#2	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#3	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#4	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing
#5	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal and CF	Benchmark data and unit tests	Ongoing
#6	Analyze results and determine next steps	Principal and CF	School Data	Ongoing

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing
#4	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal and CF	Benchmark data and unit tests	Ongoing
#5	Analyze results and determine next steps	Principal and CF	School Data	Ongoing

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing
#4	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal and CF	Benchmark data and unit tests	Ongoing
#5	Analyze results and determine next steps	Principal and CF	School Data	Ongoing
#6	Grade 2 flexible skill grouping in math	2 nd grade teachers	Quarterly data	Ongoing
#7	Grade 1 flexible skill grouping in reading	1 st grade teachers	Quarterly data	Ongoing
#8	Across grade-level student acceleration for math	Grade level/TAL	Student Products/Teacher Created Assessments	Ongoing

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing
#4	Organize tutorial groups based on bubble students and students who have not shown mastery of objectives. The tutor will make lesson based on primary teacher's lesson (push in)	Teachers, Principal and CF	Benchmark data and unit tests	Ongoing
#5	Analyze results and determine next steps	Principal and CF	School Data	Ongoing
#6	Grade 2 flexible skill grouping in math	2 nd grade teachers	Quarterly data	Ongoing

#7	Grade 1 flexible skill grouping in reading	1 st grade teachers	Quarterly data	Ongoing
	Across grade-level student acceleration for math	Grade level/TAL	Student Products/Teacher Created Assessments	Ongoing

Overall SMART Goal:

By June 2011, the percentage of students that will be at or above grade level in Reading will increase from 77.7% to 86.7%.

Target SMART Goal/Measure:

By June 2009 the percentage of grades 3-5 students scoring proficient or above in reading will increase from 77.7% to 80.0%.

K-2 goal to be determined after first quarter assessment data is collected.

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

EOG Data Reading

All: 77.7

AA: 80.0

W: 95.3

ED: TBD

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
	<p>Data analysis: (SWOT) analysis</p> <p><i>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</i></p>	<p>5. What does the data tell us? The re-norming of the test made a great impact on the success rate of our students. We have an achievement gap between our African American students and our Caucasian students.</p> <p>6. Not tell us? Data does not indicate specific grade level information nor does it specify the performance of our Advanced Learners. The data for K-2 is based on K-2 Assessments and the scoring rubric; it is not completely standardized as is the NC EOG Assessment tools.</p> <p>7. Celebration(s)? We made AYP</p> <p>8. OFIs?</p>	<p><i>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</i></p>	<p><i>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</i></p>	<p><i>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</i></p>	<p><i>Based on analysis from the previous quarter, adjust strategy and deployment plan as needed.</i></p>

Plan	Identify Key Strategy (Approach)	<i>5. Next step? (Identify key strategy or approach) Utilize reading tutor to provide small group instruction to targeted students who need additional support in reading.</i>	<i>5. Next step? (revise key strategy as needed to address identified OFIs) Utilize reading tutor to provide small group instruction to targeted students who need additional support in reading.</i>	<i>5. Next step? (revise key strategy as needed to address identified OFIs) Utilize reading tutor to provide small group instruction to targeted students who need additional support in reading.</i>	<i>5. Next step? (revise key strategy as needed to address identified OFIs) Utilize reading tutor to provide small group instruction to targeted students who need additional support in reading.</i>	<i>5. Next step? (revise key strategy as needed to address identified OFIs)</i>
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	<i>GEMS, tutoring, manipulative kits, Study Island, Achievement Series, Interns (A&T), parent volunteers, reading tutor 072 and 069 fund</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	<i>Principal, Curriculum Facilitator, Classroom teachers, Data team</i>	
Plan	Resources Needed during the current quarter	<i>Increased funds for tutors</i>	<i>Increased funds for tutors</i>	<i>Increased funds for tutors</i>	<i>Increased funds for tutors</i>	

<i>Plan</i>	Professional Development during the current quarter (Indicate title, content and audience)	<i>DIBELS (K-2), Reading/Writing Connection 1</i>	<i>DIBELS (K-2), Reading/Writing Connection 1</i>	<i>DIBELS (K-2), Reading/Writing Connection 1</i>	<i>DIBELS (K-2), Reading/Writing Connection</i>	
<i>Plan</i>	Parent and Community (Stakeholder) Involvement during the current quarter	<i>Review data at leadership team meeting with parent representatives</i>	<i>Review data at leadership team meeting with parent representatives</i>	<i>Review data at leadership team meeting with parent representatives</i>	<i>Review data at leadership team meeting with parent representatives</i>	
<i>Do</i>	Create the deployment plan For the current quarter	<i>Use the Quarter 1 deployment plan template below</i>	<i>Use the Quarter 2 deployment plan template below</i>	<i>Use the Quarter 3 deployment plan template below</i>	<i>Use the Quarter 4 deployment plan template below</i>	

<i>Study</i>	Evaluation:					
	A. What data will you use to determine if the strategy was deployed?	<i>A. Teachscape walkthrough data; Benchmark data; K-2 Assessment data</i>	<i>A. Teachscape walkthrough data; Benchmark data; K-2 Assessment data</i>	<i>A. Teachscape walkthrough data; Benchmark data; K-2 Assessment data</i>	<i>A. walkthrough data; Benchmark data; K-2 Assessment data</i>	<i>A.</i>
	B. What data will you use to determine if the strategy was deployed with fidelity?	<i>B. same as A</i>	<i>B. same as A</i>	<i>B. same as A</i>	<i>B. same as A</i>	<i>B.</i>
	C. What data will you use to determine if the strategy impacted the overall goal or target goal?	<i>C. same as A</i>	<i>C. same as A</i>	<i>C. same as A</i>	<i>C. same as A</i>	<i>C.</i>

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? The data has afforded us the opportunity to regroup students to ensure that we are reaching all of our students academically.</p> <p>6. Not tell us? using our benchmark data we are not sure what a level of proficiency would be for the district.</p> <p>7. Celebration(s) Based on the data from last year, there is student growth.</p> <p>8. OFIs?</p>	<p>9. What does the data tell us? The data has afforded us the opportunity to regroup students to ensure that we are reaching all of our students academically.</p> <p>10. Not tell us? using our benchmark data we are not sure what a level of proficiency would be for the district</p> <p>11. Celebration(s) Our students are growing from quarter to quarter</p> <p>12. OFIs?</p>	<p>5. What does the data tell us? The data has afforded us the opportunity to regroup students to ensure that we are reaching all of our students academically.</p> <p>6. Not tell us? using our benchmark data we are not sure what a level of proficiency would be for the district</p> <p>7. Celebration(s)? Our students are continuing to grow with double digits.</p> <p>8. 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>	<p>5. What does the data tell us?</p> <p>6. Not tell us?</p> <p>7. Celebration(s)?</p> <p>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 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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Presentation of data and draft SIP staff	Principal, Data Team, CF		9/2/2008
#2	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#3	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#4	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing

Steps	Quarter3 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measure(s)	Action Step Completion Date
#1	Weekly grade level planning sessions focused on collaborative planning, and data analysis	CF and Principal	Grade Level meeting agenda	Ongoing
#2	Ongoing observation and feedback (lesson plans and walkthroughs)	Principal	Teachscape and formal observations	Ongoing
#3	Monitoring pre-assessments and quarterly benchmark assessments.	Principal, CF, Teachers and Data team	School Data	Ongoing

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
Charles Foust	Principal	On file	9-9-2008
Yolanda Williams	Teacher-K	On file	9-9-2008
Penny Stein	Teacher- 1	On file	9-9-2008
Marsha Rumley	Teacher- 2	On file	9-9-2008
Audrey Furmage	Teacher-3	On file	9-9-2008
John Phillips	Teacher-4	On file	9-9-2008
Rebecca Stump	Teacher-5	On file	9-9-2008
Crystal Price	Assistant	On file	9-9-2008
Janice Mack	EC	On file	9-9-2008
Courtney Field	Specialist	On file	9-9-2008
Nathalie Reid	ACES	On file	9-9-2008
Vergie Brinson	Parent	On file	9-9-2008
Jennifer Wainscott	Parent	On file	9-9-2008

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

Approvals

Approved by Staff:

Date of Approval by Staff: 9-30-2008

Principal's Signature: on file

Results (% Approval): 100%

Date: 9-30-2008

Approved By Division of Academic Improvement

Instructional Improvement Officer's

Signature: on file

Date: 10-3-2008

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
Charles Foust	Principal	On file	09/30/2008
Janice Eads	EC	On file	09/30/2008
Eloise Lynch	Reading Specialist	On file	09/30/2008
Brenda Adams	Curriculum Facilitator	On file	09/30/2008
Marsha Rumley	2 nd grade teacher	On file	09/30/2008
Janine Piodela	Counselor	On file	09/30/2008
Effie Goodman	3 rd grade teacher	On file	09/30/2008

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

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

LEA: Guilford County Schools

School:

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		Our students are in school 200 days. Our student will have 11 months of physical education classes. 40 minutes for 41 weeks
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or	X		Organized recess and physical activity adds up to 6,000 minutes for our 200 student days. This number does not

physical activity over the 180-day school year.			include the time spent with the certified physical education teacher.
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Strategy	Not Yet Addressed		In Progress		Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.			X		
	At Our School	In Our LEA	Unsure		Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.		X			
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	<p>We have placed a copy of the GCS policy IHB in our student handbook and we hold everyone accountable for following the policy at our school.</p> <p>We emphasize the importance of healthy snacks and treats in our school.</p>				Need Assistance (Please describe.)

Safe Schools Plan

According to NC Code 115C-105.47, each school must have a comprehensive safe schools plan. The following are components of that plan:

- Student code of conduct and designated consequences for violating the code
- Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
- Procedures for identifying and serving the needs of students at risk of academic failure or of engaging in disorderly or disruptive behavior
- Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
- Measurable objectives for improving school safety and order
- Professional development clearly matched to the objectives for improving school safety and order
- Plans to work with local law enforcement and court officials to ensure safety
- Methods of providing a safe physical environment
- Parent involvement in planning for school improvement, safety, and alternative education placements
- School conducts a needs assessment annually (from students, teachers, parents, and staff) to determine their perceptions of school safety and climate
- School has programs, strategies and/or activities that promote good behavior/citizenship

Strategies for maintaining safe and orderly climate, addressing the needs of students at risk, and providing services for students assigned to alternative programs.

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
Quarterly lessons on RDP arrival and dismissal	Certified Staff	Beginning of each quarter	None	None	Improved student behavior during arrival and dismissal
Quarterly Lessons on RDP policies	Certified Staff	As needed throughout the school year	Panda paws, hall passes	250.00	Improved student behavior

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: Brooks Global Studies

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.