

**School Name: ALDERMAN ELEMENTARY**

*Guilford County Schools*

**2008-2011 School Improvement Plan**

## **Vision Statement**

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

Every student at Alderman Elementary School will achieve adequate yearly progress as a result of instruction being student centered and data driven.

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

Alderman will rank as a top 15 performing elementary school in the Guilford County School District.

# Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Alderman Elementary School is located in western Guilford, in the Random Woods neighborhood. We serve approximately 375 students who live in our neighborhood. Classes include two Pre-kindergarten classes, 19-20 K-5 classes, and two Autistic classes. There are approximately 18 different languages spoken by the families represented at Alderman. Alderman is a Title I, Equity Plus school, with approximately 69% of our students receiving free and reduced lunch. Alderman did not meet AYP standards in the 2006 or 2007 school years. However, Alderman has achieved AYP based on preliminary results for the 2008 school year.

Alderman's teaching staff that is stable and experiences very little attrition. Student and teacher attendance is high, and there continues to be an increase in parent participation and involvement in school functions and activities. In the 2007 and 2008 school years, Alderman achieved High Growth according to ABC standards. In 2007, Alderman was honored as one of the 15 most improved schools in Guilford County Schools.

Alderman's focus in the coming years will be on our SWD and LEP populations. Over the past 3 years, Alderman has experienced a huge increase in the diversity of our school population. We will focus on improving communication with non-English speaking parents and plan to offer English classes to interested parents after school. Our SWD population fluctuates annually. However, this has been an area of weakness with regard to standardized testing and will be an area of focus in the coming years.

Alderman currently has several local businesses that support teaching and learning. Their support is crucial to Alderman achieving the goals that we have set forth. Although it is impossible to name them all in this document, we greatly appreciate all they do to support our efforts.

## Goal Summary Page

### Goal 1

**Overall SMART Goal:**

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

By 2011 Alderman will increase our math proficiency from 78.6% to 90% in grade 3-5 as measured by 3-5 EOG.

**Target SMART Goal/Measure:**

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By 2010 Alderman students in grades 3-5 will increase their math proficiency by 4% from 81% to 85%. LEP will increase from 79% to 84%, Hispanics will increase from 79% to 84%, and last year's 4th graders will increase from 76% to 81%.

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

**Key Strategy:**

Additional daytime math tutoring of students below grade level in the aforementioned subgroups.

## Goal 2

**Overall SMART Goal:**

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

Alderman Elementary will increase the percentage of students scoring proficient in reading from 58% to 72% by 2011 as measured by EOG scores.

**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.)

In 2010 Alderman will increase it's reading EOG proficiency from 61% to 66%: Hispanics from 66% to 69%, Free and Reduced lunch from 55% to 59%, and African Americans from 55% to 60%.

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

**Key Strategy:**

Reading will be a focus at Alderman with students receiving additional reading instruction and motivational activities that encourage self selected reading.

## Goal 3

**Overall SMART Goal:**

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

By 2011, Alderman Elementary School will develop a comprehensive school-wide Character Education program that will support students' character development through a variety of opportunities for students to learn about, discuss and enact positive social behaviors as measured by an annual parent/student survey.

**Target SMART Goal/Measure:**

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By 2010, Alderman Elementary School will increase the number of Character Education opportunities offered to students, staff and parents identifying and defining the elements of positive character.

**Supporting Data for SMART GOAL: See Goal 3 Data Tab**

**Key Strategy:**

Alderman staff will implement a school wide character education program.

# Goals, Strategies, Monitoring and Budget

Goal 1

## Overall SMART Goal:

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

By 2011 Alderman will increase our math proficiency from 78.6% to 90% in grade 3-5 as measured by 3-5 EOG.

## Target SMART Goal/Measure:

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By 2010 Alderman students in grades 3-5 will increase their math proficiency by 4% from 81% to 85%. LEP will increase from 79% to 84%, Hispanics will increase from 79% to 84%, and last year's 4th graders will increase from 76% to 81%.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

## QUARTERLY ACTION PLAN

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p><b>Data analysis: (SWOT) analysis</b>  <b>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</b>  <b>At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</b></p>	<p>1. What does the data tell us?  Alderman will have a Hispanic subgroup in 2010</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us?  How these students have performed historically due to the lack of a subgroup.</p> <p>3. Celebration(s)?  Alderman made AYP in both reading and math and exited school improvement.</p> <p>4. OFIs? OFIs: Opportunities For Improvement  Alderman's 2009 4th grade cohort performed well below their 3rd and 5th grade counterparts on the EOG.</p>	<p>1. What does the data tell us?  That Alderman is not on track for achieving AYP in math. Our All subgroup is currently performing at 51%.</p> <p>2. Not tell us?  The impact of our implementation of Math Focus groups because we began implementation in November.</p> <p>3. Celebration(s)?  3rd grade students are currently performing better than 4th and 5th grade in math.</p> <p>4. OFIs? OFIs: Opportunities For Improvement  Using data to guide our implementation of math interventions.</p>	<p>1. What does the data tell us?  Alderman needs to continue to focus on math with all students to achieve AYP and expected growth.</p> <p>2. Not tell us?  If the goals addressed in tutoring were improved as they were not tested.</p> <p>3. Celebration(s)?  Students in math focus tutoring groups are performing well on grade level assessments.</p> <p>4. OFIs? OFIs: Opportunities For Improvement  Continue to improve use of data to adjust reteaching instruction.</p>	<p>1. What does the data tell us?  Alderman will continue to work on math with all students. An intensive focus will be needed to meet the yearly goal.</p> <p>2. Not tell us?  How the students will perform on a comprehensive assessment of the entire years worth of curriculum.</p> <p>3. Celebration(s)?  5th grade Math scores increased by 3 percentage points from the 2nd to 3rd quarter. Math tutoring and focus groups have successful.</p> <p>4. OFIs? OFIs: Opportunities For Improvement  Use the data from the previous 3 quarters to focus review for the EOG.</p>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Additional daytime math tutoring of students below grade level in the aforementioned subgroups.	Restructure our use of daytime math tutors using student data as our guide.	Use benchmark data along with weekly assessments to guide math focus tutor groups.	Use year long data to focus review on areas and students with a high need.
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Goal team members, Principal and CF	Principal and CF	Teachers, CF, Tutors, Principal	Teachers, CF, Tutors
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Title I and State instructional supply funds	Title I and State/Local Funds	Title I and State/Local Funds	Title 1 and State/Local Funds
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	Additional copy allotment and math EOG practice books.	Data expectations model.	Data expectation model, mini assessments given during focus groups/tutoring.	Data expectation model, benchmark results from previous 3 quarters, assessments from tutoring
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	Marzano Training and Assessment for Learning training will be delivered to all staff members.	Formative Assessment, Marzano Training, RTI will be delivered to staff during teacher workdays and early release days.	Formative assessment and RTI will be delivered to staff during workdays and early release days.	Formative assessment and RTI will be delivered to staff during workdays and early release days.
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Parents will receive notice from their child's teacher if they are selected to stay after school for tutoring.	Parents will receive notice regarding PEP's from their child's teacher if their child is below grade level.	Math Night for parents and quarterly student led conferences.	Student led conferences
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

<b>Study</b>	<p><b>Evaluation:</b> 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 participation and tutor attendance.</p> <p>B. Classroom assessments and Benchmarks</p> <p>C. Benchmark and EOG data.</p>	<p>A. Teacher plans for math tutoring sessions.</p> <p>B. Weekly assessments from math groups.</p> <p>C. Classroom assessments and benchmarks.</p>	<p>A. Data from expectation mode and teacher tutoring plans.</p> <p>B. Weekly assessments from math focus groups.</p> <p>C. Classroom assessments and benchmarks.</p>	<p>A. Teacher lesson plans outlining review strategies, tutoring plans for specific objective</p> <p>B. weekly assessment, math portfolio assessments, indicators</p> <p>C. EOG test results</p>
	<b>Act/Plan</b>	<b>Target Goal Met?</b>	<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  <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  <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  <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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify and group students according to their math goal needs	Teachers	Past assessments	Oct. 15, 2009
#2	Determine the time and days students will receive additional math instruction	Teachers, ESL teachers, CF	Master schedule	Oct. 15, 2009
#3	Notify parents of tutoring and arrange transportation if needed.	Teachers	Letters sent home	Oct. 15, 2009
#4	Develop a plan for tutoring instruction and gather materials	Teachers	Materials list	Oct. 15, 2009
#5	Create weekly assessments for tutors to determine student success.	Teachers	Data notebooks	Weekly
#6	Establish 2-way communication with ESL/Tutors and Classroom teachers	ESL teachers, teachers, CF, Prin.	Grade level meetings	Weekly
#7	Implementation	ESL teachers, teachers, CF, Prin.	Tutor Schedule	Nov. 1, 2009
#8	Analyze results and determine next steps	ESL teachers, teachers, CF, Prin.	Benchmarks/classroom data	Quarterly
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Restructure math focus groups to better meet the specific needs of 1-2 students.	Teachers, CF, Principal	Past assessments	Dec. 7, 2009
#2	Identify Level 1-2 students and regroup students according to their math goal needs	Teachers, CF, Principal	Past assessments	Past assessments
#3	Create weekly assessments for tutors to determine student success.	Teachers, CF, Principal	Lesson Plans	Dec. 7, 2009
#4	Implementation	Teachers, Tutors	Weekly Assessments	Weekly
#5	Create a plan for tutors and teachers to be accountable for student mastery.	Teachers, CF, Principal, tutors	Weekly Grade Level Meeting	Weekly
#6	Analyze results and plan next steps	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Restructure math focus groups to better meet the specific needs of 1-2 students.	Teachers, CF, Principal	Past assessments	Quarterly
#2	Identify Level 1-2 students and regroup students according to their math goal needs	Teachers, CF, Principal	Past assessments	Quarterly
#3	Create weekly assessments for tutors to determine student success.	Teachers, CF, Principal	Lesson Plans	Weekly
#4	Implementation	Teachers, Tutors	Weekly Assessments	Weekly
#5	Create a plan for tutors and teachers to be accountable for student mastery.	Teachers, CF, Principal, tutors	Weekly Grade Level Meeting	Weekly
#6	Analyze results and plan next steps	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Focus math tutoring and focus groups on goals that are underachieving	Teachers, CF, Principal, tutors	Past assessments	Weekly
#2	Outline review and prep based on the data from the previous 3 quarters	Teachers, CF, Principal	lesson plans	Weekly
#3	EOG Pep rally	Teachers, CF, Principal		May, 8
#4	Identify Level 1-2 students and regroup students according to their math goal needs	Teachers, CF, Principal	Past assessments	Quarterly
#5	Implementation	Teachers, tutors	Weekly assessments	Weekly
#6	Analyze results and plan for next year	Teachers, CF, Principal	EOG results	Quarterly
#7				
#8				
#9				
#10				

## Goals, Strategies, Monitoring and Budget

**Overall SMART Goal:**

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

Alderman Elementary will increase the percentage of students scoring proficient in reading from 58% to 72% by 2011 as measured by EOG scores.

**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.)

In 2010 Alderman will increase it's reading EOG proficiency from 61% to 66%: Hispanics from 66% to 69%, Free and Reduced lunch from 55% to 59%, and African Americans from 55% to 60%.

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

**QUARTERLY ACTION PLAN - Goal 2**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p><b>Data analysis: (SWOT) analysis</b>  <b>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</b>  <b>At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</b></p>	<p>1. What does the data tell us?                      Alderman is on track for reaching 2012 Target goals in reading</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us?                      The historic performance of our Hispanic subgroup because this is the first year will have a Hispanic subgroup.</p> <p>3. Celebration(s)?                      Alderman made AYP in both reading and math exiting school improvement.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Alderman's 4th grade students did not perform as well as their 3rd and 5th grade counterparts in reading. Also, there is an achievement gap between our white subgroup and all other subgroups.</p>	<p>1. What does the data tell us?                      Alderman is on track for making AYP in Reading in all subgroups. Our all subgroup currently projects 61% of students passing reading.</p> <p>2. Not tell us?                      How students have been impacted by the implementations of silent reading.</p> <p>3. Celebration(s)?                      Both our African American and Hispanic subgroups are performing better than expected in Reading.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Alderman still has room to grow with regard to our African American and Hispanic subgroups.</p>	<p>1. What does the data tell us?                      Our Hispanic and African American subgroups performed lower on this benchmark.</p> <p>2. Not tell us?                      How our free and reduced lunch students are performing.</p> <p>3. Celebration(s)?                      52% of 3-5 students are performing on grade level.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Alderman needs to continue to look for ways to increase our ESL/Hispanic subgroups.</p>	<p>1. What does the data tell us?                      Our Hispanic subgroup is still performing lower than where it should on the last benchmarks.</p> <p>2. Not tell us?                      How our free and reduced lunch students perform in reading.</p> <p>3. Celebration(s)?                      3rd, 4th and 5th grades all improved their scores on the last reading benchmarks.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      While all grade level scores have gone up, there is still room to grow in each grade to meet our overall Smart Goal for 2010.</p>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Reading will be a focus at Alderman with students receiving additional reading instruction and motivational activities that encourage self selected reading.	Focus on rigor and student growth in reading through the use of tutors and classroom instruction.	Continue to focus on rigor and student growth in reading through the use of tutors and classroom instruction.	Make a concerted push across the upper grade levels to increase rigor in classroom instruction in the last weeks before EOGs.
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Reading Goal team, CF, Principal	CF, Principal, Reading Goal Team.	Teachers, CF, Principal Reading Goal Team.	Classroom teachers, CF, Principal, Reading Goal Team, ESOL and Resource teachers.
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Title I and State instructional supply funds.	Title I and Instructional Supply funds.	Title I and Instructional Supply funds.	Title I and Instructional Supply funds.
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	Additional copy allotment, reading EOG practice books	Additional reading selections for teachers to use in addition to the basal.	EOG prep materials geared toward ESL students.	EOG-prep materials such as item banks, studyisland, etc. to prepare students for assessment.
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	Marzano training, Reading teaching and Learning session attended by selected staff members, and Response to Intervention training for all staff.	Marzano training, RTI, and Formative Assessment	RTI and Formative Assessment will continue.	New teacher Formative Assessment tool completion for classroom teachers.
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Parents will be notified of additional assistance students receive and will be asked to support their students at home.	Parents will receive notice regarding PEP's from their child's teacher if their child is below grade level.	Student led conferences will be held quarterly. Parents will receive consistent notice regarding their child's reading performance.	
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

<b>Study</b>	<b>Evaluation:</b> <b>A. What data will you use to determine if the strategy was deployed?</b>	A. Tutor schedules and student groupings.	A. Tutoring plan and schedules.	A. Tutoring plan and schedules.	A. Tutoring plans, schedules, lesson plans.
	<b>B. What data will you use to determine if the strategy was deployed with fidelity?</b>	Classroom assessments and Benchmarks.	B. K-2 Dibels and DRA assessments, 3-5 PEP's, QRI's and quarterly assessments.	B. Quarter benchmarks, tutor plans and student groupings.	B. Benchmark test results, tutoring plans and work samples from tutors.
	<b>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</b>	Benchmarks and EOG data.	K-2 Dibels and DRA assessments, 3-5 PEP's, QRI's and quarterly assessments.	K-2 Dibels and DRA assessments, 3-5 PEP's, QRI's and quarterly assessments.	C. K-2 Dibels and DRA assessments, 3-5 PEP's, QRIs and quarterly assessments.
<b>Act/Plan</b>	<b>Target Goal Met?</b>		<input type="checkbox"/> <b>YES</b> If yes, change target goal in order to further impact the overall goal  <input checked="" type="checkbox"/> <b>NO</b> If no, check the appropriate action  <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"/> <b>YES</b> If yes, change target goal in order to further impact the overall goal  <input checked="" type="checkbox"/> <b>NO</b> If no, check the appropriate action  <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 checked="" type="checkbox"/> <b>YES</b> If yes, change target goal in order to further impact the overall goal  <input checked="" type="checkbox"/> <b>NO</b> If no, check the appropriate action  <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 and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify students to be served and group according to needs and QRI levels	teachers	Group lists	Oct. 15, 2009
#2	Determine time and days students will receive additional instruction	CF, teachers and ESL teachers,	schedule	Oct. 15, 2009
#3	Identify Marzano strategies that will be implemented by staff to support goal.	CF and Marzano trained staff	Staff sign in/ lesson plans	Workdays
#4	Document the usage of Marzano strategies in the classroom	teachers	Lesson plans	Weekly
#5	Share success/challenges of Marzano strategy implementation.	teachers	Grade Level/Staff Meetings	Weekly
#6	Analyze results and plan next steps	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify Level 1-2 students and regroup students according to their math goal needs	Teachers, CF, Principal	Past assessments	Dec. 7, 2009
#2	Develop a plan for tutoring instruction and gather materials	Teachers, CF, Principal	Materials list	Dec. 7, 2009
#3	Create monthly assessments for tutors to determine student success.	Teachers, CF, Principal	Lesson Plans	Weekly
#4	Implementation	Teachers, Tutors	Monthly assessments	Monthly
#5	Create a plan for tutors and teachers to be accountable for student mastery.	Teachers, CF, Principal, tutors	Weekly Grade Level Meeting	Dec. 7, 2009
#6	Analyze results and plan next steps	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify Level 1-2 students and regroup students according to their math goal needs	Teachers, CF, Principal	Past assessments	Quarterly
#2	Develop a plan for tutoring instruction and gather materials	Teachers, CF, Principal	Materials list	Weekly
#3	Create monthly assessments for tutors to determine student success.	Teachers, CF, Principal	Lesson Plans	Weekly
#4	Implementation	Teachers, Tutors	Monthly assessments	Continuous
#5	Create a plan for tutors and teachers to be accountable for student mastery.	Teachers, CF, Principal, tutors	Weekly Grade Level Meeting	Weekly
#6	Analyze results and plan next steps	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Regroup Level 1-2 students according to their needs	Teachers, CF, Principal	Past assessments	Quarterly
#2	Revise plan for reteaching instruction and gather materials	Teachers, CF, Principal	Materials list	Weekly
#3	Create assessments to determine student success.	Teachers, CF, Principal	Lesson Plans	Weekly
#4	Implementation	Teachers, Tutors	Monthly assessments	Continuous
#5	Create an accountability plan for review mastery.	Teachers, CF, Principal, tutors	Weekly Grade Level Meeting	Weekly
#6	Analyze results and plan next steps for the coming school year	CF, teachers, and Principal	Classroom/Benchmark data	Quarterly
#7				
#8				
#9				
#10				

## Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

## Goals, Strategies, Monitoring and Budget

Goal 3

### **Overall SMART Goal:**

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

By 2011, Alderman Elementary School will develop a comprehensive school-wide Character Education program that will support students' character development through a variety of opportunities for students to learn about, discuss and enact positive social behaviors as measured by an annual parent/student survey.

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

(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

By 2010, Alderman Elementary School will increase the number of Character Education opportunities offered to students, staff and parents identifying and defining the elements of positive character.

**Supporting Data for SMART GOAL: See Goal 3 Data Tab**

**QUARTERLY ACTION PLAN - Goal 3**

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p><b>Data analysis: (SWOT) analysis</b>  <b>SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats</b>  <b>At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</b></p>	<p>1. What does the data tell us?                      There is a need for school-wide character education at Alderman.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us?                      There are no real numbers as data has not been officially collected. However, this has been a continued concern.</p> <p>3. Celebration(s)?                      Our quarterly Terrific Kid student recognition program with the Kiwanis Club continues to be a success.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Alderman needs to increase positive social behaviors for all students.</p>	<p>1. What does the data tell us?                      Student behaviors are not extreme at Alderman. However, there are several instances of inappropriate interactions with peers that show a need for Character Education</p> <p>2. Not tell us?                      How often students have inappropriate interactions.</p> <p>3. Celebration(s)?                      The Morning Show has been featuring Character Ed. Messages daily.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Classroom follow up has not been noted.</p>	<p>1. What does the data tell us?                      That students are displaying character traits throughout the building.</p> <p>2. Not tell us?                      How often students have inappropriate interactions.</p> <p>3. Celebration(s)?                      Students are striving to achieve recognition by displaying character education traits.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Finding ways to increase student recognition.</p>	<p>1. What does the data tell us?                      That students are not consistently displaying character traits throughout the building.</p> <p>2. Not tell us?                      If the transition of administrators affected student discipline</p> <p>3. Celebration(s)?                      Most students are following school rules and displaying character traits on a daily basis.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Finding ways to build on fostering student:staff relationships.</p>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Alderman staff will implement a school wide character education program.	Alderman will continue to strengthen it's Character Education initiative.	Alderman will incorporate the district's Character Education initiatives with strategies currently being implemented.	Alderman will continue to strengthen it's Character Education initiative.
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Character Education Goal Team and principal.	Character Education Goal Team , staff and principal.	Character Education Goal Team , staff and principal.	Character Education Goal Team , staff and principal.
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	N/A	N/A	N/A	N/A
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	"Character Counts!", "Six Pillars of Character" and "Jump Start Your Day".	"Character Counts!", "Six Pillars of Character" and "Jump Start Your Day".	"Character Counts!", "Six Pillars of Character" and "Jump Start Your Day", NED Assembly, Second Step, and Bully Proofing.	"Character Counts!", "Six Pillars of Character" and "Jump Start Your Day".
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	School Counselor will attend the NC School Counselors Conference 2009 and GCS monthly meetings.	School Counselor will attend the NC School Counselors Conference 2009 and GCS monthly meetings.	The school counselor will attend professional development workshops offered by the District and will share the information with staff.	The school counselor will attend professional development workshops offered by the District and will share the information with staff.
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Parents will be given an overview of the program during a PTA meeting.	Parents will be given updates on the character focus.	Parents will be invited to attend a Character Education Lunch and Learn program.	Parents will be given updates on the character focus.
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

<b>Study</b>	<p><b>Evaluation:</b> 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>Student Referrals will be tracked by the Counselor and Social Worker.</p> <p>Monthly behavior report chart.</p> <p>End of the Year Survey and Behavior referral chart.</p>	<p>A. Teachers will track student incidents of ignoring the focused character trait.</p> <p>B. Teachers will submit their trackings weekly to the school counselor.</p> <p>C. Teacher data and office referrals.</p>	<p>A. Teachers will use the Star Student forms to acknowledge positive behaviors and office referral forms to track inappropriate behaviors.</p> <p>B. Teachers will submit their Star Student forms weekly to be announced on the Morning Show.</p> <p>C. Teacher data, Star Student forms, and office referral forms.</p>	<p>A. Teachers will use the Star Student forms to acknowledge positive behaviors and office referral forms to track inappropriate behaviors.</p> <p>B. Teachers will submit their Star Student forms weekly to be announced on the Morning Show.</p> <p>C. Teacher data, Star Student forms, and office referral forms.</p>
	<b>Act/Plan</b>	<b>Target Goal Met?</b>	<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</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</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input checked="" 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 checked="" 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</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>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Introduction of monthly character trait on the "Morning Show"	Counselor and librarian	Show agenda	Sept./Monthly
#2	Extend and implement essentials of the character trait daily in classrooms	Teachers	Lesson plans	Daily/Weekly
#3	Create a behavior referral form or tally sheet for teacher use.	Character Education Team	Developed form	Oct. 2009
#4	Recognize students displaying positive character traits with a "Star Student"	Staff	Weekly Referrals	Sept./Weekly
#5	Display photos of "Star Students" on the "Character Tree" in the hall	Staff	Tree postings	Weekly
#6	Conduct a parent workshop to inform of school-wide Character Education	Counselor and staff	Parent sign in	Oct. 2009
#7	Analyze results and plan next steps	Character Education Team	Referral data	Quarterly
#8				
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Introduction of monthly character trait on the "Morning Show"	Counselor and librarian	Show agenda	monthly
#2	Extend and implement essentials of the character trait daily in classrooms	Teachers	Lesson plans	weekly
#3	Utilize behavior referral form or tally sheet.	Character Education Team	Developed form	weekly
#4	Recognize students displaying positive character traits with a "Star Student"	Staff	Weekly Referrals	weekly
#5	Display photos of "Star Students" on the "Character Tree" in the hall	Staff	Tree postings	weekly
#6	Inform parents of monthly school-wide Character Education Trait	Counselor and staff	Parent sign in	monthly
#7	Analyze results and plan next steps	Character Education Team	Referral data	Quarterly
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Introduction of monthly character trait on the "Morning Show"	Counselor and librarian	Show agenda	monthly
#2	Extend and implement essentials of the character trait daily in classrooms	Teachers	Lesson plans	weekly
#3	Utilize behavior referral form or tally sheet.	Character Education Team	Developed form	weekly
#4	Recognize students displaying positive character traits with a "Star Student"	Staff	Weekly Referrals	weekly
#5	Display photos of "Star Students" on the "Character Tree" in the hall	Staff	Tree postings	weekly
#6	Offer Lunch and Learn to Parents	Counselor and staff	Parent sign in	March
#7	Implement Bully Proofing Program in grade 3-5	Social Worker	Lesson plans	February
#8	Analyze results and plan next steps	Character Education Team	Referral data	Quarterly
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Introduction of monthly character trait on the "Morning Show"	Counselor and librarian	Show agenda	monthly
#2	Extend and implement essentials of the character trait daily in classrooms	Teachers	Lesson plans	weekly
#3	Utilize behavior referral form or tally sheet.	Character Education Team	Developed form	weekly
#4	Recognize students displaying positive character traits with a "Star Student"	Staff	Weekly Referrals	weekly
#5	Display photos of "Star Students" on the "Character Tree" in the hall	Staff	Tree postings	weekly
#6	Offer Lunch and Learn to Parents	Counselor and staff	Parent sign in	March
#7	Implement Bully Proofing Program in grade 3-5	Social Worker	Lesson plans	February
#8	Analyze results and plan next steps	Character Education Team	Referral data	Quarterly
#9				
#10				

## Goal 3 Data Worksheet

Supporting Data for SMART GOAL 3:

Quarter 1

Quarter 2

Quarter 3

Quarter 4

## 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
S. Chamberlain	Certified Staff		11/17/09
A. Armond	Certified Staff		11/17/09
S. Abdullah	Principal		11/17/09
R. DeGroot	Certified Staff		11/17/09
E. Bermudez	Parent		11/17/09
S. Gardiner	Certified Staff		11/17/09
K. Herriott	Certified Staff		11/17/09
J. Washington	Parent		11/17/09
S. Karper	Certified Staff		11/17/09
J. Maness	Certified Staff		11/17/09
D. Manzi	Certified Staff		11/17/09
T. Moore	Certified Staff		11/17/09
J. Dickerson	Classified Staff		11/17/09
M. Sherrill	Certified Staff		11/17/09
D. Shumpert	Certified Staff		11/17/09

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

## ***Approvals***

### **Approved by Staff:**

Date of Approval by Staff: \_\_\_\_\_ 1-Oct-09

Results (% Approval): \_\_\_\_\_ 100%

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

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

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

Regional Superintendent's

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

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

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

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



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

LEA: Guilford County Schools

School: Alderman Elem

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

(Healthy Active Children (HAC) Policy, #HSP-S-000)

*Please record your action steps.*

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		The master schedule has allotted daily recess time to each grade level. Teachers have been informed that recess may not be used as a method of discipline.		

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.	PE is scheduled at least weekly for each classroom.		5,400 or more
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.	Each grade level has 20 minutes of daily scheduled recess		3,600

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.		Our school nurse provides in class health demonstrations for students when requested by the teacher. The nurse also provides staff with medical information during our initial staff meeting.	

	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 data-bbox="1692 748 1992 808"><b>Need Assistance (Please describe.)</b></p>

# Safe Schools Plan

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

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

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

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What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
Alderman will implement a Character Education Program.	School Counselor	August thru June	Morning show will feature weekly strategies and a monthly focus.	n/a	Reduction in teacher referrals and out of school suspension.
Teachers will complete an accident report and inform parents and administration of student accidents the same day.	Teachers	August thru June	Accident reports made available for teachers.	n/a	Parents notified of accidents. Custodial staff and admin. correct problems, leading to a reduction in student accidents.

# 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: Alderman Elem

### Requests for Waiver

1. Describe the waiver you are requesting.

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

3. State how the waiver will be used.

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