

School Name: BLUFORD ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Bluford's learning community will maintain a safe, nurturing environment conducive to the development of academic success, physical growth, and the social and emotional wellbeing of each child, preparing them to be productive citizens in a diverse world.

School's Vision Statement:

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Bluford did not meet 3 out of 13 AYP target goals in the 2008 school year. However, there was an increase to 12 out of 13 target goals met in 2009. Although this increase showed improvement, Bluford did not meet AYP for the 2009 EOG test. The one target goal missed was economically disadvantaged students in math. We will continue all established programs for the current 2009-2010 school year in addition to the county wide curriculum initiatives in math.

The overall math proficiency of students in grades K-2 decreased from 88% in 2008 to 80% in 2009. In grades 3-5, student EOG math scores increased from 69.3% in 2008 to 72.5% in 2009. We will continue to implement a ninety minute math block by utilizing small group instruction, daytime math tutors, and SES after school tutorial services. We have also moved away from departmentalization in 3rd and 4th grade to ensure the implementation of the ninety minute math block.

Bluford met all target goals in reading. The overall reading proficiency of students in grades K-2 decreased from 82.5% in 2008 to 66% in 2009. This was a dramatic decrease which has resulted in restructuring the guided reading model for K-1 students. We have also moved from implementing the SFA reading program with 2nd grade back to implementing the guided reading block. In grades 3-5, students EOG scores increased from 49.7% in 2008 to 52.8% in 2009. We will continue our school-wide focus on reading comprehension using best practices implemented through the "Success for All (SFA)" reading program, as well as through "Thinking Maps" to support instruction in all curriculum areas.

Areas of improvement:

- Continued focus on data analysis with grade level and vertical teams to address goals in reading and math
- Continued emphasis on teacher empowerment using data through staff development.
- Continued focus on implementation of consistent school-wide problem solving and fact building through training in best practices in math, and district math initiatives with support of the principal, CF, and tutors.
- Continued focus on implementation of consistent school-wide reading/writing best practices through continued training in SFA, guided reading and Literacy Framework with the support of the principal, CF, reading impact teacher, tutors and other support programs (Great Leaps).
- Continued focus on strengthening home/school partnership through support programs as offered through school and community agencies (ex. Support our Single Parents, Title 1 sponsored parent activities).

Goal Summary Page

Goal 1

Overall SMART Goal:

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

By 2011 the percentage of K-5 students scoring proficient or above in math will increase 10.1% from 74.3 to 84.4% 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.)

By 2010, students proficient in math will increase proficiency as indicated in data worksheet as measured by K-2 2009 4th quarter assessments and EOG scores.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Daytime tutors.
Weekly content meetings

Goal 2

Overall SMART Goal:

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

By 2011 the percentage of K-5 students scoring proficient in reading will increase from 54.5% to 84.6 % 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 the 2009-2010 school year, students proficient in reading will increase the following amounts as measured by K-5 4th quarter assessments and EOG scores.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

DIBELS

Guided Reading K-2

SFA 3-5

Goals, Strategies, Monitoring and Budget

GOAL 1

Overall SMART Goal:

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

By 2011 the percentage of K-5 students scoring proficient or above in math will increase 10.1% from 74.3 to 84.4% 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.)

By 2010, students proficient in math will increase proficiency as indicated in data worksheet as measured by K-2 2009 4th quarter assessments and EOG scores.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - GOAL 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	<p>Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.</p>	<p>1. What does the data tell us?</p> <p>5th EOG scores increased by 26.8%. 4th EOG scores decreased by 5.6%. 3rd EOG scores decreased by 10.9%. K decreased 14%. 1st stayed the same. 2nd decreased 9%.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p>
		<p>2. Not tell us?</p> <p>The data does not show: Why 3rd and 4th grade EOG scores decreased Particular strands are deficit areas for individual students. K and 2 decreased while 1st stayed the same.</p> <p>3. Celebration(s)?</p> <p>5th grade EOG scores grew 26.8 percent in math.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Raise math achievement for 3rd and 4th grade students and continue increased student math proficiency in grades K-2.</p>	<p>1. What does the data tell us?</p> <p>We showed strength in place value and number sense in 3rd through 5th grade. We continue to work on measurement and division in 3rd through 5th grade.</p> <p>2. Not tell us?</p> <p>The data does not tell us why measurement and division are the weakest goals.</p> <p>3. Celebration(s)?</p> <p>There was an increased proficiency overall in grade 3-5.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Raise math achievement for 3rd and 4th grade students and continue increased student math proficiency in grades K-2.</p>	<p>1. What does the data tell us?</p> <p>The data showed strength in shapes and angles throughout grades 3-5. We continue to work on number sense through multiplication and division.</p> <p>2. Not tell us?</p> <p>The data does not tell us why math scores in grades 3-5 declined for the second nine weeks.</p> <p>3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement Raise math achievement for 3rd and 4th grade students and continue increased student math proficiency in grades K-2.</p>	<p>1. What does the data tell us?</p> <p>The data showed strength in problem solving within number sense. We continue to work on multiplying and dividing fractions.</p> <p>2. Not tell us?</p> <p>The data does not tell us why math scores declined in third grade from the 2nd to 3rd quarter.</p> <p>3. Celebration(s)?</p> <p>There was increased proficiency in grades 4 and 5.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Raise math achievement for 3rd through 5th grade students and continue increased student math proficiency in grades K-2.</p>

Plan	Identify Key Strategy (Approach)	Daytime tutors. Weekly content meetings	Implement an effective monitoring system for daytime tutors. Increase effectiveness of weekly content meetings.	Additional daytime tutoring Continue effectiveness of content level meetings.	Additional daytime tutoring Continue effectiveness of content level meetings. Implement EOG Prep Plan
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	State Instructional Funds At Risk Dollars Title I Dollars	State Instructional Funds At Risk Dollars Title I Dollars	State Instructional Funds At Risk Dollars Title I Dollars	State Instructional Funds At Risk Dollars Title I Dollars
Plan	Resources Needed during the current quarter	Study Island Daytime tutors Math center resources instructional supplies Student incentive materials	Study Island Daytime tutors Math center resources instructional supplies Student incentive materials	Study Island Daytime tutors Math center resources instructional supplies Student incentive materials	Study Island Daytime tutors Math center resources instructional supplies Student incentive materials
Plan	Professional Development during the current quarter (Indicate title, content and audience)	In-house training for K-5 math centers. Provide model lessons for K-5 teachers. Training on Formative Assessment.	In-house training for K-5 math centers. Provide model lessons for K-5 teachers. Training on Formative Assessment.	In-house training for K-5 math centers. Provide model lessons for K-5 teachers. Training on Formative Assessment.	In-house training for K-5 math centers. Provide model lessons for K-5 teachers. Training on Formative Assessment.
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Math Curriculum Night PTA Parent Trainings Parent Make-it and Take- it night.	Math Curriculum Night PTA Parent Trainings Parent Make-it and Take- it night. Lunch and learn for parents	Math Curriculum Night PTA Parent Trainings and Take- it night. Data Night for Parents	Quarterly Awards Ceremony EOG Prep Night
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	<p>Evaluation: A. What data will you use to determine if the strategy was deployed?</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.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs,observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs,observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs,observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs,observations</p>
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 <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 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 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 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

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Create a schedule for daytime tutors.	CF, Principal, teachers	Schedule is established	12-Oct-09
#2	Identify and create a list a students in grades K-5 who need academic support in mathematics based on previous summative data.	CF, Principal, teachers	Formative assessments	On going
#3	Provide training for all teachers for implementation of math stations.	CF, Principal, teachers	Data collection sheets	On going
#4	Provide model lessons demonstrating how to set up math centers, show smooth	CF, Principal, teachers	Lesson plans	On going
#5	Content Level Meetings will be held to discuss and track data. Also, plan for differenated	CF, Principal, teachers	Data collection sheets	On going
#6	Create a student data tracking system to monitor the effectiveness of daytime tutors.	CF, Principal, teachers	Data collection sheets	On going
#7	Collect and analyze all achevement data that includes common formative assessments,	CF, Principal, teachers	Data collection sheets	On going

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Provide training for all teachers for implementation of math stations.	CF, Principal, Teachers	Data collection Sheets	On going
#2	Provide opportunities for 3-5 teachers to observe model math stations at identified	CF, Principal, Teachers	Schedules and Agenda	On going
#3	Provide planning time for 3-5 teachers to structure math stations	CF, Principal, Teachers	Schedules and Agenda	On going
#4	Content Level Meetings will be held to discuss and track data. Also, plan for differentiated	CF, Principal, Teachers	Data collection Sheets	On going
#5	Create a student data tracking system to monitor the effectiveness of daytime tutors.	CF, Principal, Teachers	Data collection Sheets	On going
#6	Collect and analyze all achievement data that includes common formative assessments,	CF, Principal, Teachers	Data collection Sheets	On going
#7	Provide additional support from math instructional coach during MGMs and classroom walk throughs	CF, Principal, Math Coach, Teachers	Schedules and Agenda	On going

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Continue daytime tutoring for grades 3-5	CF, Principal, Teachers	Schedules and Agenda	On going
#2	Provide additional support from math instructional coach during MGMs and classroom	CF, Principal, Teachers	Data collection Sheets	On going
#3	Collect and analyze all achievement data that includes common formative assessments, student grades, and quarterly benchmark assessments.	CF, Principal, Math Coach, Teachers	Schedules and Agenda	On going
#4	Content Level Meetings will be held to discuss and track data. Also, plan for differentiated	CF, Principal, Teachers	Data collection Sheets	On going
#5	Use common assessment to select students for afterschool Extended Learning	CF, Principal, Teachers	Data collection Sheets	1-12-10
#6	Create a tutor schedule, secure teacher tutors and buses	CF, Principal, Teachers	Data collection Sheets	1-12-10
#7	Create student groups	CF	Data collection Sheets	1-12-10

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Continue daytime tutoring for grades 3-5	CF, Principal, Teachers	Schedules and Agenda	On going
#2	Provide additional support from math instructional coach during MGMs and classroom	CF, Principal, Teachers	Data collection Sheets	On going
#3	Collect and analyze all achievement data that includes common formative assessments, student grades, and quarterly benchmark assessments.	CF, Principal, Math Coach, Teachers	Schedules and Agenda	On going
#4	Content Level Meetings will be held to discuss and track data. Also, plan for differentiated	CF, Principal, Teachers	Data collection Sheets	On going
#5	Continue after school tutoring	CF, Principal, Teachers	Data collection Sheets	4-30-10
#6	Implement EOG Prep Plan	CF, Principal, Teachers	Data collection Sheets	4-30-10

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

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

Quarter 1

Year End Math Proficiency and Target Goals for Grades K-2				
Class	2008 % Proficient	2009 % Proficient	2010 Target Goal %	Projected Percentage Increase
K	97	83	88	5
1 st	84	84	89	5
2 nd	83	74	79	5
EOG Math Proficiency and Target Goals for Grades 3-5				
Class	2008	2009	2010 Target Goal	Projected Increase
3 rd	83	70.9	74.9	4
4 th	75	69.8	74.9	5
5 th	50	76.8	80.6	4

Quarter 2

Quarter 3

Quarter 4

Goals, Strategies, Monitoring and Budget

GOAL 2

Overall SMART Goal:

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

By 2011 the percentage of K-5 students scoring proficient in reading will increase from 54.5% to 84.6 % 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 the 2009-2010 school year, students proficient in reading will increase the following amounts as measured by K-5 4th quarter assessments and EOG scores.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - GOAL 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.	1. What does the data tell us? 5th EOG scores increased 15.8%. 4th EOG scores decreased 12.7%. 3rd EOG scores increased 10.2%. K decreased 21.6%. 1st decreased 19.5%. 2nd decreased 8.5%. 2. Not tell us? The data does not show strengths and weaknesses of individual children.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		3. Celebration(s)? 5th and 3rd grades EOG scores increased a total of 26%. 4. OFIs? OFIs: Opportunities For Improvement Increase 4th EOG scores. Increase K-2 reading achievement.	1. What does the data tell us? We showed strength in main idea and sequencing in grades 3-5. We continue to work on inferencing/drawing conclusions and making connections in grades 3-5. 2. Not tell us? The data does not tell us why certain students are weaker in some areas opposed to other areas. 3. Celebration(s)? There was an increased proficiency overall in grade 3-5. 4. OFIs? OFIs: Opportunities For Improvement Raise reading achievement for 3rd and 4th grade students and continue increased student reading proficiency in grades K-2.	1. What does the data tell us? We showed strength in using various strategies to comprehend text in grades 3-5. We continue to work on relating to text in grades 3-5. 2. Not tell us? The data does not tell us why overall reading scores in grades 3-5 decreased the 2nd nine weeks. 3. Celebration(s)? According to DRA scores and DIBELS information, 66% of 2nd grade is at or above grade level. 4. OFIs? OFIs: Opportunities For Improvement Raise reading achievement for 3rd through 5th grade students and continue increased student reading proficiency in grades K-2.	1. What does the data tell us? We showed strength in making inferences and drawing conclusions in grades 3-5. We continue to work on main idea in grades 3-5. 2. Not tell us? The data does not tell us why proficiency in certain objectives decreased from the 2nd to the 3rd benchmark. 3. Celebration(s)? There was an increased overall proficiency in grade 3-5. 4. OFIs? OFIs: Opportunities For Improvement Raise reading achievement for 3rd through 5th grade students and continue increased student reading proficiency in grades K-2.

Plan	Identify Key Strategy (Approach)	DIBELS Guided Reading K-2 SFA 3-5 Great Leaps Study Island	DIBELS Guided Reading K-2 SFA 3-5 Great Leaps Study Island Tutors	DIBELS Guided Reading K-2 SFA 3-5 Great Leaps Study Island Tutors	DIBELS Guided Reading K-2 SFA 3-5 Great Leaps Study Island Tutors
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers	Principal-Stephanie Boykin CF-Leslie Gardner Classroom Teachers
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Title 1 Funding Weighted Student Formula Dollars	Title 1 Funding Weighted Student Formula Dollars	Title 1 Funding Weighted Student Formula Dollars	Title 1 Funding Weighted Student Formula Dollars
Plan	Resources Needed during the current quarter	Funds for print shop Teacher Guided Reading Manual Study Island Daytime Tutors	Study Island Daytime Tutors Identified SFA School for teacher visits	Study Island Daytime Tutors Identified SFA School for teacher visits	Study Island Daytime Tutors Identified SFA School for teacher visits
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Guided Reading Training SFA Training DIBELS Training IST	Guided Reading Training SFA Training DIBELS Training IST	Guided Reading Training SFA Training DIBELS Training IST	Guided Reading Training SFA Training DIBELS Training IST
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Reading Curriculum Night Parent Trainings Make-it and Take-it Monthly PTA meetings	Reading Curriculum Night Parent Trainings Make-it and Take-it Monthly PTA meetings	Data Night for Parents Reading Curriculum Night Monthly PTA meetings	Quarterly Awards Ceremony EOG Prep Night
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	<p>Evaluation: A. What data will you use to determine if the strategy was deployed?</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.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs and observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs and observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs and observations</p>	<p>A.Principal and CF walk-through. Principal evaluation Formative assessment Content level meetings B.Lesson Plans Observation results Content meeting outcome</p> <p>C.Benchmark data, Formative assessments Student grades, work samples, walkthroughs and observations</p>
	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 <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 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 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"/> Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Refresher training of SFA expectations and responsibilities 3-5	CF, Principal, Teachers	Sign in Sheet	Sept. 22, 2009
#2	DIBELS Training K-2	CF, Principal, Teachers	Data	On-going
#3	Use 4th quarter 08-09 DRA's , put together groups in grades 1st and 2nd.	CF, Principal, Teachers	Data	Sept. 9, 2009
#4	Implement guided reading learning sessions for K-2 teachers.	CF, Principal, Teachers	Sign in Sheet	On-going
#5	Teachers implement student training on anchor stations.	CF, Principal, Teachers	Data	On-going
#6	Complete DIBELS assessments.	CF, Principal, Teachers	Student assessments	October
#7	Content Level Meetings discuss and track data. Plan for differentiated learning.	CF, Principal, Teachers	Data	On-going
#8	Analyze data that includes formative and benchmark assessments, grades	CF, Principal, Teachers		On-going

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	DIBELS Training K-2	CF, Principal, Teachers	Data	On-going
#2	Continue with DIBELS assessments.	CF, Principal, Teachers	Data	On-going
#3	Content Level Meetings discuss and track data. Plan for differentiated learning.	CF, Principal, Teachers	Data and Agendas	On-going
#4	Analyze data that includes formative and benchmark assessments, grades.	CF, Principal, Teachers	Data	On-going
#5	Adjust daytime tutoring groups to match instructional needs based on data.	CF, Principal, Teachers	Data	On-going
#6	Continue utilizing reading daytime tutor.	CF, Principal, Teachers	Data	On-going
#7	Continue to implement SFA with fidelity.	CF, Principal, Coach, Teachers	Data	On-going
#8	Provide additional support from reading instructional coach during MGMs and classroom	CF, Principal, Teachers	Data	On-going
#9	Provide opportunities for 3-5 teachers to observe model SFA lessons	CF, Principal, Teachers	Schedule and agenda	On-going

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	DIBELS Training K-2	CF, Principal, Teachers	Data	On-going
#2	Continue with DIBELS assessments.	CF, Principal, Teachers	Data	On-going
#3	Content Level Meetings discuss and track data. Plan for differentiated learning.	CF, Principal, Teachers	Data and Agendas	On-going
#4	Analyze data that includes formative and benchmark assessments, grades.	CF, Principal, Teachers	Data	On-going
#5	Adjust daytime tutoring groups to match instructional needs based on data.	CF, Principal, Teachers	Data	On-going
#6	Continue utilizing reading daytime tutor.	CF, Principal, Teachers	Data	On-going
#7	Continue to implement SFA with fidelity.	CF, Principal, Coach, Teachers	Data	On-going
#8	Provide additional support from reading instructional coach during MGMs and classroom	CF, Principal, Teachers	Data	On-going

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	DIBELS Training K-2	CF, Principal, Teachers	Data	On-going
#2	Continue with DIBELS assessments.	CF, Principal, Teachers	Data	On-going
#3	Content Level Meetings discuss and track data. Plan for differentiated learning.	CF, Principal, Teachers	Data and Agendas	On-going
#4	Analyze data that includes formative and benchmark assessments, grades.	CF, Principal, Teachers	Data	On-going
#5	Adjust daytime tutoring groups to match instructional needs based on data.	CF, Principal, Teachers	Data	On-going
#6	Continue utilizing reading daytime tutor.	CF, Principal, Teachers	Data	On-going
#7	Provide additional support from reading instructional coach during MGMs and classroom	CF, Principal, Teachers	Data	On-going
#8	Implement EOG Prep Plan	CF, Principal, Teachers	Data collection Sheets	4-30-10
#9	Continue after school tutoring	CF, Principal, Teachers	Data collection Sheets	4-30-10

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

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

Quarter 1

Year End Reading Proficiency and Target Goals for Grades K-2				
Class	2008	2009	2010 Target Goal	Projected Increase
K	66.6	45	50	5
1 st	91.5	72	77	5
2 nd	89.5	81	86	5
EOG Reading Proficiency and Target Goals for Grades 3-5				
Class	2008	2009	2010 Target Goal	Projected Increase
3 rd	51.1	58.2	63	5
4 th	58.8	45.3	50.3	5
5 th	39.3	55.1	60.1	5

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
Stephanie Boykin	Principal	On File	09/01/09
Leslie Gardner	Certified Staff	On File	09/01/09
Stacy Caudle	Certified Staff	On File	09/01/09
Shayla Thompson	Certified Staff	On File	09/01/09
Janet Stuart	Certified Staff	On File	09/01/09
Brooke Thrower	Certified Staff	On File	09/01/09
Shayla Hilton	Certified Staff	On File	09/01/09
Julie Mabe	Certified Staff	On File	09/01/09
Cindy Donnell	Certified Staff	On File	09/01/09
Michelle Overton	Classified Staff	On File	09/01/09
Peggy German	Certified Staff	On File	09/01/09
Cynthia Latham	Certified Staff	On File	09/01/09
Michelle Chandler	Certified Staff	On File	09/01/09
Wanda Wilson	Parent	On File	09/01/09
Yvette Warren	Parent	On File	09/01/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: 09/18/09

Results (% Approval): 100%

Principal's Signature: Stephanie Boykin - On File

Date: 09/18/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: Dr. Phyllis Martin - On File

Date: 09/25/09

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
Stephanie Boykin	Principal	On file	11/16/09
Leslie Gardner	Curriculum Facilitator	On file	04/28/10
Shayla Thompson	Certified Staff	On file	04/28/10
Janet Stuart	Certified Staff	On file	04/28/10
Brooke Thrower	Certified Staff	On file	04/28/10
Shayla Hilton	Certified Staff	On file	04/28/10
Julie Mabe	Certified Staff	On file	04/28/10
Cindy Donnell	Certified Staff	On file	04/28/10
Michelle Overton	Classified Staff	On file	04/28/10
Michelle Chandler	Certified Staff	On file	04/28/10
Wanda Wilson	Parent	On file	04/28/10
Yvette Warren	Parent	On file	04/28/10

(i.e. Regional Superintendent, Regional Executive Director, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)

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

LEA: Guilford County Schools

Schoo Bluford 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.		Yes. Teachers lead structured activities.		

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.	The PE teacher teaches each class once per week for 40 minutes.		7,200 minutes in 180 days.
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 30 minutes of daily scheduled recess.		5,400 minutes in 180 days.

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.		Walk Across America to be implemented school wide.	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	Not at this time.			
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.				<p data-bbox="1486 1036 1745 1089">Need Assistance (Please describe.)</p>

Safe Schools Plan

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

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

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

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
The student code of conduct will be posted in the hallways, classrooms, and student's planner/handbook	Principal, teachers, teacher assistants, and discipline committee.	Aug-09	Code of conduct, planners, parent nights	\$2,000 for planners	Reduced disciplinary referrals.
Beginning of Positive Behavior Support	Principal, teachers, teacher assistants, and discipline committee.	On-going	Funding for incentives Funding for subs for training Funding for supplies/materials	\$1, 000	Reduced disciplinary referrals.
Bluford's Best	Faculty, Staff, and Principal	Every Friday	Pencils, ribbons, and certificates	\$400.00	At least one student is recognized each Friday from each classroom.
Monthly parent nights will be held to provide targeted information to parents	Faculty, staff, and parents	Monthly	Snacks, pamphlets, and manipulative	\$150.00 per night	Increased parental participation.

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: Bluford 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.