

**School Name: SEDALIA ELEMENTARY**  
*Guilford County Schools*  
**2008-2011 School Improvement Plan**

**Vision Statement**

**School's Mission Statement:**

The staff at Sedalia School will work together to assure that each child will be respected, feel important, and develop academic, emotional, and social skills in our multicultural world.

**School's Vision Statement:**

We continue to strive for excellence through the use of best practices in our classrooms to meet the needs of all learners. We will constantly endeavor to become a school of excellence in which all children grow to their full potential.

# Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

High Growth

(Synthesized Narrative from Self-Assessment Exercises)

Sedalia Elementary reflects on its accomplishments and looks forward to the challenges of the 2009-2010 school year. We begin our 3rd school year with somewhat of a new population anticipating constant growth throughout the year. Sedalia is considered a school of choice for three elementary schools that are under sanctions from NCLB located in Greensboro, North Carolina. Our current student enrollment is 480 students which results in a socially, academically, economically, and developmentally diverse population. Our student demographics are: 42% African- American, 43% White, 1% Asian, 6% Hispanic, 3% American Indian, and 5% Multi-Racial.

The faculty and staff of Sedalia Elementary should be commended for meeting all AYP goals for the last seven years and ABC goals for the last three years. Sedalia Elementary is excited about its academic accomplishments.

With outstanding achievement and the maintenance of a strong academic environment, our major challenge at Sedalia Elementary is to continue to ensure that our students continue to grow, while closing the gap between African-American and White students. Professional development is a high priority this 2009-2010 school year with extensive emphasis related to providing the highest quality instruction using Marzano's Nine strategies. This will be our second year of this implementation. On-site training is done throughout the school year with the staff during teacher workdays and early release days. Additionally, the staff meets weekly during grade level meetings to collaborate and design lessons, disaggregate data from benchmarks, share teaching strategies and plan effective lessons for all students with disabilities.

# Goal Summary Page

## Goal 1

### Overall SMART Goal:

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

Overall Goal: By the spring of 2011, the percentage of K-2 students proficient in math will increase from the current 85% to 90% as measured by K-2 assessments and the percentage of 3-5 students proficient in math will increase from the current 82% to 88.6% 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.)

By June 2010, the number of African-American students in grades 3-5 who are proficient in mathematics as measured by the EOG tests will increase from 75.8% proficient to 82% proficient. By June 2010, the number of students in grades K-2 who are proficient in mathematics as measured by K-2 assessments will increase from 85% proficient to 87% proficient and the number of students in grades 3-5 who are proficient in mathematics as measured by EOG tests will increase from 82% proficient to 85% proficient.

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

### Key Strategy:

Using daytime tutors, a tutoring program will be established where tutors will work with students in grades 3-5.

## Goal 2

### **Overall SMART Goal:**

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

By the spring of 2011, the percentage of K-2 students proficient in reading will increase from the current 84% to 90% as measured by K-2 assessments and the percentage of 3-5 students proficient in reading will increase from the current 62% to 71.6% 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.)

To achieve an overall reading proficiency of 87% at grades K-2 by the spring of 2010 as measured by DRA assessments. At the present time we have an overall proficiency of 84% in K-2.

To achieve an overall reading proficiency of 67% at grades 3-5 by the spring of 2010 as measured by EOGs. At the present time we have an overall proficiency of 62.1%.

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

### **Key Strategy:**

K-2: Implement Foundations, which is a highly explicit multi-sensory decoding and spelling program by Wilson Reading.

3-5: Implement Just Words by Wilson Reading for students falling between the 15th and 50th percentile on the WIST assessment..

## Goals, Strategies, Monitoring and Budget

### GOAL 1

#### Overall SMART Goal:

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

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By June 2010, the number of African-American students in grades 3-5 who are proficient in mathematics as measured by the EOG tests will increase from 75.8% proficient to 82% proficient. By June 2010, the number of students in grades K-2 who are proficient in mathematics as measure by K-2 assessments will increase from 85% proficient to 87% proficient and the number of students in grades 3-5 who are proficient in mathematics as measured by EOG tests will increase from 82% proficient to 85% proficient.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

**QUARTERLY ACTION PLAN - GOAL 1**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Study</b>	<p>1. What does the data tell us?</p> <p>The data tells us that overall proficiency in mathematics in grades 3-5 meets State AYP target goals. Students in AA subgroup met AYP by safe harbor targets.</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 has not been disaggregated by subgroups in each grade level.</p> <p>3. Celebration(s)?</p> <p>Sedalia's high growth status for the NC ABCs is due to the growth achieved in the area of mathematics.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>Increase the number of students proficient overall and in the African-American subgroup and decrease the achievement gap between students in the White and African-American subgroups.</p>	<p>1. What does the data tell us?</p> <p>The data tells us that there is a significant gap between the mean benchmark scores of our African-American students and the District average for all students.</p> <p>2. Not tell us?</p> <p>The data does not tell us how many African American students are proficient, but shows the mean score on the first quarter benchmark.</p> <p>3. Celebration(s)?</p> <p>Overall we performed at the District Average for quarter one benchmarks.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p> <p>Teachers will use common assessments rather than Study Island assessments.</p>	<p>1. What does the data tell us?</p> <p>The data tells us that our students are well-below our target proficiency goal in grades 3-5 based on the use of 60% on the benchmarks as a measure for proficiency.</p> <p>2. Not tell us?</p> <p>Overall scores in 5th grade are higher than other grades. Is departmentalization in 5th grade the significant factor for 5th grade scores being higher.</p> <p>3. Celebration(s)?</p>	<p>1. What does the data tell us?</p> <p>The data tells us that our African-American students' performance remains flat and significantly behind the "all" subgroup based on the same measures as the previous quarter</p> <p>2. Not tell us?</p> <p>The data does not show individual growth predictions for students.</p> <p>3. Celebration(s)?</p> <p>In grades 3 and 5 proficiency increased from the 2nd to 3rd quarter.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Using daytime tutors, a tutoring program will be established where tutors will work with students in grades 3-5.	Using daytime tutors, a tutoring program will be established where tutors will work with students in grades 3-5.	Using daytime tutors, the tutoring program will continue for 3-5 grade students. In k-2, teachers will create and use common assessments.	Using daytime tutors, the tutoring program will continue for 3-5 grade students. In k-2, teachers will create and use common assessments.
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	Principal, Goal Teams, Leadership Team	Principal, Goal Teams, Leadership Team	Principal, Goal Team, Teachers	Principal, Goal Team, Teachers
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Daytime Tutors - 072 and 069 funds. Study Island - Instructional Supply and PTA donation	Daytime Tutors - 072 and 069 funds.	Daytime tutors - 072 and 069 funds. GCS-math coaches and formative assessment department.	Daytime tutors - 072 and 069 funds. GCS-math coaches and formative assessment department.
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	None identified at this time.	None identified at this time.	None identified at this time.	None identified at this time.
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	None identified at this time.	None identified at this time.	None identified at this time.	None identified at this time.
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Parent training night for Study Island.	None identified at this time.	None identified at this time.	None identified at this time.
<b>Do</b>	<b>Create the deployment plan For the current quarter</b>	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	<p><b>Evaluation:</b></p> <p><b>A. What data will you use to determine if the strategy was deployed?</b></p> <p><b>B. What data will you use to determine if the strategy was deployed with fidelity?</b></p> <p><b>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</b></p>	<p>A.(1)Tutors' schedules (2)Objective-specific Study Island Assessments used to group students for tutoring. (3)Formative Assessments Same as above.</p>	<p>A and B: Spreadsheet detailing student progress towards mastery.</p> <p>B.</p>	<p>A. In grades 3-5 - tutors provide assessments and weekly spreadsheet to classroom teachers detailing mastery. In Grades k-2 - Lesson plans and B.3-5 - Spreadsheets will indicate which students are receiving tutoring.</p>	<p>A. In grades 3-5 - tutors provide assessments and weekly spreadsheet to classroom teachers detailing mastery. In Grades k-2 - Lesson plans and B.3-5 - Spreadsheets will indicate which students are receiving tutoring.</p>
	<p>C. A spreadsheet will be created to show the progress of all students. The spreadsheet will include formative assessment data on all students and will include subgroup data.</p>	<p>C. A spreadsheet will be created to show the progress of all students. The spreadsheet will include formative assessment data on all students and will include subgroup data.</p>	<p>C. Benchmark data in addition to tutoring data will be used to determine the level of effectiveness of the current measures.</p>	<p>C. Benchmark data in addition to tutoring data and data from Dr. Zhang will be used to determine the level of effectiveness of the current measures.</p>	
Act/Plan	Target Goal Met?	<p>If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p>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>If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</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>	

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Grade level teams meet to discuss how students will be grouped.	Gann, Jernigan, Surratt, Grade Level Chairs	MGM minutes	09.25.09
#2	All 3-5 teachers have an orientation with students regarding Study Island	Grade Levels and Surratt	Lesson Plans	09.25.09
#3	Each grade level meets weekly to determine the SI assessment that will be used to determine math tutoring groups.	Gann, Jernigan, Grade Levels	MGM minutes	on-going
#4	Students take assessments for first identified objectives.	Teachers	Lesson Plans	on-going
#5	Data is collected and given to CF	Teachers and Surratt	Copy of Data	09.30.09
#6	Orientation for tutors - data will be given and organization of groups.	Gann, Jernigan, Tutors	Agenda for tutor orientation meeting	09.30.09
#7	Tutoring begins -	Gann, Jernigan, Tutors	Tutor time sheets	10.5.09
#8	Groups are reorganized as each grade level changes objectives.	Gann, Jernigan. Grade Levels, Tutors	Tutoring rosters	on-going

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	A spreadsheet will be created for monitoring of student progress with tutoring.	Principal	Spreadsheet will be posted.	abandoned and altered for 2nd
#2	Tutors will be trained on how to use the spreadsheet.	CF and Principal	Email to tutors re. training.	
#3	Tutors will begin with post-tutoring assessment and progress monitoring.	Tutors	Data entered into spreadsheet	on-going
#4	Students will continue being grouped into flexible groups.	Teachers/Tutors	Tutoring Rostors	on-going
#5	Math Goal Team will meet at the end of January to evaluate progress.	Math Goal Team	Agenda for meeting	1.14.10

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Tutors will provide copies of weekly tutoring assessments to classroom teachers	Tutors	Teachers will keep these in a binder.	
#2	Tutors will provide assessment results in the form of a spreadsheet by objective to	Tutors	Spreadsheet	
#3	k-3 grade teachers will submit a plan that shows how common assessments will be	k-3 teachers	Written Plan	
#4	k-3 grade teachers will submit a plan that shows how common assessments will guide	k-3 teachers	Written Plan	
#5	3-5 grade teachers will provide weekly objectives and flexible tutoring lists to tutors on Thursday or Friday of the preceding week.	Teachers	Gann will keep a copy of lists in the office.	

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Identify marginally proficient students based on most recent Benchmark data analysis.	Principal and CF	List of students	
#2	Daytime tutors will reorganize groups based on benchmark data analysis.	Teachers and CF	Tutoring Lists	
#3	Tutors will work primarily with marginally proficient students prior to EOG testing.	Principal and CF	Tutors	
#4	Post-EOG remediation plan will be developed based on EOG results.	Principal and CF	Plan draft	

## Goal 1 Data Worksheet

### Supporting Data for SMART GOAL 1:

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

<b>Quarter 1</b>				<b># Students</b>	<b># Prof.</b>	<b>% Prof.</b>
	<b>Subject</b>	<b>Group</b>	<b>AYP</b>	<b>Tested</b>	<b>2009</b>	<b>2009</b>
	Math	ALL	Y	211	173	82.0
	Math	AA	Y/sh	99	75	75.8
	Math	W	Y	82	71	86.6
	Math	FRL	Y/ci	103	74	71.8

# Quarter 2

Quarter 1 Benchmark Data - AA American Students		
Grade Level	School Average - AA	District Average - All
3	50.96	56.5
4	51.84	60.8
5	53.74	58.7

Quarter 1 -Benchmarks-School vs District Average		
Grade Level	School Average	District Average
3	55	56.5
4	59.72	60.8
5	60.28	58.7

# Quarter 3

	MATH		
	GOAL	1st Q	2nd Q
Kindergarten	87%	65%	87%
1st Grade	87%	82%	80%
2nd Grade	87%	84%	88%
3rd Grade	85%	32%	24%
4th Grade	85%	49%	48%
5th Grade	85%	48%	52%
<b>% Proficient 3-5</b>			
<b>African American</b>	82%	32%	30%
***Percentage Proficient in grades k-2 is determined by performance on the k-2 math assessment. Percentage Proficient in grades 3-5 is determined by using a benchmark score of 60% and higher as a measure of proficiency.			

# Quarter 4

		MATH				
	GOAL	1st Q	2nd Q	3rd Q	4th Q	
Kindergarten	87%	65%	87%	91%		
1st Grade	87%	82%	80%	80%		
2nd Grade	87%	84%	88%			
3rd Grade	85%	32%	24%	25%		
4th Grade	85%	49%	48%	47%		
5th Grade	85%	48%	52%	60%		
African American	82%	32%	30%	30%		

## Goals, Strategies, Monitoring and Budget

### GOAL 2

#### Overall SMART Goal:

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

By the spring of 2011, the percentage of K-2 students proficient in reading will increase from the current 84% to 90% as measured by K-2 assessments and the percentage of 3-5 students proficient in reading will increase from the current 62% to 71.6% as measured by EOG scores.

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To achieve an overall reading proficiency of 87% at grades K-2 by the spring of 2010 as measured by DRA assessments. At the present time we have an overall proficiency of 84% in K-2.

To achieve an overall reading proficiency of 67% at grades 3-5 by the spring of 2010 as measured by EOGs. At the present time we have an overall proficiency of 62.1%.

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

## QUARTERLY ACTION PLAN - GOAL 2

Study		Quarter 1	Quarter 2	Quarter 3	Quarter 4
		<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?            Proficiency scores are higher in grades K-2. Proficiency scores drop as students get older. As students reach the upper grades, the inability to decode is more evident by decreased fluency and an inability to comprehend what has been read.</p> <p>2. Not tell us?            Due to a high influx of students new to the school we have a large number of students who may not have had exposure to explicit word decoding, fluency, and comprehension skills. The levels for the students are not available in the current set of data.</p> <p>3. Celebration(s)?            Sedalia made AYP, however did not make high growth in the area of reading.</p> <p>4. OFIs? OFIs: Opportunities For Improvement            If we can build a solid word level foundation in the early grades, students will be better prepared to read fluently and comprehend in the upper grades.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p> <p>1. What does the data tell us?            There is a great need for remediation in decoding/encoding in order to equip students for developing fluency and comprehension skills. There is also a need to give tutorial reading comprehension instruction to the students who are not deficient in word attack skills.</p> <p>2. Not tell us?            It does not tell us how or when the breakdown occurred.</p> <p>3. Celebration(s)?            We now have a way to better assess students and offer appropriate research-based interventions.</p>	<p>Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.</p> <p>1. What does the data tell us?            There is a need for a greater focus and rigor in guided reading instruction.</p> <p>2. Not tell us?            It does not tell us why students are not making the growth we would like to see in reading as measured by DRAs (K-2) and quarterly benchmarks (3-5).</p> <p>3. Celebration(s)?            Students in word attack focused interventions are making progress in this area.</p>

			4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement
			We need a more systematic intervention program for the students indentified with more severe decoding deficits.	Continue with intervention programs and increase rigor in guided reading instruction.	Continue to stress reading strategy instruction along with reading test taking strategies.
<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	K-2: Implement Foundations, which is a highly explicit multi-sensory decoding and spelling program by Wilson Reading. 3-5: Implement Just Words by Wilson Reading for students falling between the 15th and 50th percentile on the WIST assessment..	K-2: Use DIBELS data to determine which students need additional decoding level remediation. 3-5: Incorporate word study for students not involved in Just Words. Provide Corrective Reading for students falling in the 1st percentile on the WIST. Provide comprehension tutorial groups for students whose reading deficits fall in the comprehension area.	K-1:Continue Foundations. K-2: Use DIBELS data & increase rigor in GR 3-5: Continue Just Words, Corrective Reading, word study, & comp. tutorial. Increase rigor in guided reading instruction.	K-1:Continue Foundations. K-2: Use DIBELS data & Progress Monitoring & strategy instruction in GR 3-5: Continue Just Words, Corrective Reading, word study, & comp. tutorial. Continue increased rigor in guided reading instruction.
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	K-1 and 3-5 Teachers Tutors Principal CF	K-1 and 3-5 Teachers Tutors Principal CF	K-1 and 3-5 Teachers Tutors Principal CF	K-1 and 3-5 Teachers Tutors Principal CF
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Foundations Materials Just Words Materials 072 funds and Local Instructional Supply	Corrective Reading training for the full time EC teacher & CF/Reading Specialist DIBELS mclasshome.com training for K-2 teachers	Guided Reading Video Training	Continuation of guided reading training/coaching for teachers of reading

<b>Plan</b>	<b>Resources Needed during the current quarter</b>		PEP Conferences	Guided Reading training/coaching for teachers of reading.	
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	MGMs will be a time to review and practice activities introduced during the summer of 2009 training.		Guided Reading training/coaching for teachers of reading.	Continuation of guided reading training/coaching for teachers of reading
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	1st Quarter Parent Conferences PEPs		PEP 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

Study	<p>Evaluation:  <b>A. What data will you use to determine if the strategy was deployed?</b></p> <p><b>B. What data will you use to determine if the strategy was deployed with fidelity?</b></p> <p><b>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</b></p>	<p>A/B. Classroom Walkthroughs  MGMs  Lesson Plans  Schedule for Intervention Pull-out groups and IE in K-1  MGMs will be a time to review and practice activities introduced during the summer of 2009 training. There are also video clips for teachers of  C.K-2 Foundations Unit Tests  3-5: Just Words Unit Tests</p>	<p>A/B. Classroom Walkthroughs  MGMs  Lesson Plans  Schedule for Intervention Pull-out groups and IE in K-1  B.    C.K-2 Foundations Unit Tests  3-5: Just Words Unit Tests  Corrective Reading tests</p>	<p>A/B. Classroom Walkthroughs,  MGMs, Lesson Plans, Schedule for Intervention Pull-out groups and IE, and teacher next steps/reflections from training  B.    C.K-1: K-2 Foundations Unit Tests K-2: DIBELS &amp; DRA results 3-5: Just Words Unit Tests, Corrective Reading tests, and benchmark data</p>	<p>A/B. Classroom Walkthroughs,  MGMs, Lesson Plans, Schedule for Intervention Pull-out groups and IE, &amp; debriefing feed back from ERG consultant  B.    C.C.K-1: K-2 Foundations Unit Tests K-2: DIBELS &amp; DRA results 3-5: Just Words Unit Tests, Corrective Reading tests, and EOG results</p>
	Act/Plan	Target Goal Met?		<p><input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</p> <p><input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr</p> <p><input type="checkbox"/> Continue current strategy, but make improvements to deployment plan</p> <p><input type="checkbox"/> Abandon current strategy and identify new strategy</p>	<p><input checked="" type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal</p> <p><input type="checkbox"/> NO If no, check the appropriate action</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>

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Review 2008-09 plan and assessment data in order to make necessary changes to goals, study data for strengths, weaknesses, and OFIs. Develop key strategies and create a deployment plan.			09.01.09
#2	K-2 teachers will review and view CD and practice activities.	Principal, CF, and k-2 teachers	MGM Agendas	09.15.09
#3	3-5 teachers will administer the spelling subtests of the WIST to AL students. Those identified students will be administered the remainder of the test individually.	CF and Teachers		09.25.09
#4	K-1 - Foundations as the core word level program.	Principal, CF, Teachers	DRA	on-going
#5	K-2 teachers will administer the DRA to any students new to our school.	K-2 teachers	DRA	on-going
#6	Students will be identified for pull-out.	CF and Principal	DRA	09.30.09
#7	Using WIST results, 3-5 students will be identified for intervention pull-out groups using Just Woerds. A schedule will be created.	CF and Principal	WIST	09.30.09
#8	Tutors will be trained in the Just Words program.	CF	Training Date Time	10.05.09
#9	K-1 students will be given unit tests to identify I/E groups.	Teachers		09.30.09

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Train K-2 teachers how to utilize DIBELS data to provide interventions	CF, Principal, Herbin, & K-2 teachers	MGM Agendas	10.29.09
#2	Implement differentiated Word Study	3rd & 4th grade teachers	Lesson Plans/Assessment results	11.19.09
#3	Attend Corrective Reading training	EC teacher & CF/Reading Specialist	Completion of training	10.31.09
#4	Assess students for Corrective Reading who fall below or in the 1st percentile on the WIST	EC teacher & CF/Reading Specialist	Assessment results	11.06.09
#5	Obtain Corrective Reading materials	CF & Principal	Materials available	11.27.09
#6	Implement schedule for Corrective Reading	EC teacher & CF/Reading Specialist	Schedules	12.01.10
#7	Identify students who were above the 50th percentile on the WIST, yet score poorly on EOGs and IBMs for comprehension tutoring	CF and 4th and 5th grade teachers	Tutoring groups	10.09.09
#8	Begin comprehension tutorial groups	Tutors & CF/Reading specialist	Schedules	10.12.09

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	MGMs to discuss 2nd quarter data	Principal, CF, & Teachers	MGM Agenda and Minutes	
#2	MGMs to evaluate guided reading	Principal, CF, & Teachers	MGM Agenda and Minutes	
#3	MGMs to make plans for increased rigor in guided reading instruction	Principal, CF, & Teachers	Teacher Next Steps/Reflections	
#4	Guided Reading Video Training			

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Provide additional tutorial for students identified as marginally proficient during the two	Teachers, Tutors, CF, & Principal	List of students/schedule	

## Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

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

Quarter 1

		<b># Students</b>	<b># Prof.</b>	<b>% Prof.</b>
<b>Test</b>	<b>Group</b>	<b>Tested</b>	<b>2009</b>	<b>2009</b>
Reading	ALL	211	131	62.1
Reading	AA	99	56	56.6
Reading	W	82	57	69.5
Reading	FRL	103	51	49.5

# Quarter 2

Grade Levels	Assessment	Data
K-2	DRA	84% Proficient
3rd-5th	Interim Benchmarks	57% of all students scored 60% or higher on the first Benchmark
3rd-5th	WIST	45% of the students fall below the 50th percentile

# Quarter 3

	READING				
	GOAL	1st Q	2nd Q	3rd Q	4th Q
Kindergarten	87%	98.50%	97%		
1st Grade	87%	74%	73%		
2nd Grade	87%	80%	84%		
3rd Grade	67%	52%	46%		
4th Grade	67%	56%	46%		
5th Grade	67%	63%	60%		

# Quarter 4

	READING				
	GOAL	1st Q	2nd Q	3rd Q	4th Q
Kindergarten	87%	98.50%	97%	96%	
1st Grade	87%	74%	73%	76%	
2nd Grade	87%	80%	84%		
3rd Grade	67%	52%	46%	66%	
4th Grade	67%	56%	46%	50%	
5th Grade	67%	63%	60%	71%	

## 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
Sarah Oakes	Certified Staff	On-File	09/15/09
Donna Daye	Certified Staff	On-File	09/15/09
Andrew Gann	Principal	On-File	09/15/09
Fawn Botts	Certified Staff	On-File	09/15/09
Cynthia Kilfoyle	Certified Staff	On-File	09/15/09
Jim Penrod	Parent	On-File	09/15/09
Larry Whitley	Parent	On-File	09/15/09
Sharon Watson-Jones	Certified Staff	On-File	09/15/09
Roberta Dixon	Certified Staff	On-File	09/15/09
Erin Hone	Certified Staff	On-File	09/15/09
Lydia Jernigan	Certified Staff	On-File	09/15/09

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

## ***Approvals***

**Approved by Staff:**

Date of Approval by Staff: 18-Sep-09

Results (% Approval): 100%

Principal's Signature: Andrew Gann - 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:

<b>Name</b>	<b>Position or Role</b>	<b>Signature</b>	<b>Date</b>
Andrew Gann	Principal	On File	04/28/10
Lydia Jernigan	Curriculum Facilitator	On File	04/28/10
Donna Daye	Teacher	On File	04/28/10
Roberta Dixon	Teacher	On File	04/28/10
Sharon Watson-Jones	Teacher	On File	04/28/10
Cynthia Kilfoyle	Teacher	On File	04/28/10
Jim Penrod	Parent	On File	04/28/10
Fawn Botts	Teacher	On File	04/28/10
Erin Hone	Teacher	On File	04/28/10
Sarah Oakes	Teacher	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

School: Sedalia Elem

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

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

*Please record your action steps.*

<b>Strategy</b>	<b>Not Yet Addressed (What is your plan?)</b>	<b>In Progress (Please describe.)</b>	<b>Need Assistance (Please describe.)</b>	<b>NA (Provide explanation.)</b>
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.				

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.			
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.			

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.			

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
<p>We have a School Health Advisory Council. Check all that apply.</p>				
<p>What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.</p>				<p>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.**

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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?

# 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: Sedalia 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.