

**School Name: STOKESDALE ELEMENTARY**

*Guilford County Schools*

**2008-2011 School Improvement Plan**

## **Vision Statement**

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

Stokesdale Elementary is a community of learners dedicated to the education of all students with the commitment and expectation that all will become productive, responsible, and ethical citizens.

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

The faculty and staff at Stokesdale Elementary School believe all students can achieve mastery of all grade level skills regardless of their family background, previous academic performance, socio-economic status, race, or gender. We believe that our school's purpose is to successfully educate all students by providing the most academically rigorous environment possible, while fostering positive growth in both social and emotional development.

# Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

Expected Growth

(Synthesized Narrative from Self-Assessment Exercises)

Stokesdale Elementary analyzed benchmark and end of year assessment data, parent and student surveys from grades 2 and 4, and the Teacher Working Conditions survey results to identify areas in which attention is needed to increase academic rigor, student achievement, and the school climate at Stokesdale. Through this process, in collaboration with the school leadership team, we established five areas in which an increased focus was required. Of these five areas, we prioritized the two with the greatest impact on student achievement, making AYP, and achieving growth through the North Carolina ABC's.

Stokesdale Elementary is committed to providing high quality educational opportunities for all students within a setting that nurtures academic, social, and emotional growth. In order for all children to succeed at the highest levels of their potential, we believe a strong relationship between the home and school is essential. We encourage and expect parents and community volunteers to take an active role in our school.

# 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 reading on grade level will increase 8 percentage points from 76% to 84% as measured by end of year assessments K-2 and EOG tests 3-5.

**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 the end of the 2009-2010 school year, first grade students reading on grade level will increase 5 percentage points from 88% to 93% as indicated by 4th quarter DRA assessments.

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

**Key Strategy:**

We will continue to use DRA and Dibels assessments along with results from guided reading to identify and track students reading progress.

## Goal 2

### Overall SMART Goal:

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

By 2011, Stokesdale Elementary School will increase mathematics proficiency from 90.6% to 95% as measured by the EOG assessments.

### 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.)

1. By the end of the 2009-2010 school year, the students with disabilities (EC) subgroup will increase in math proficiency from a current state of 78.3% to a desired state of 83% as determined by EOG test data.

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

### Key Strategy:

Increase EC support by configuring the master schedule in grades 4 and 5 to ensure that 90 minute instructional blocks are instituted, allowing EC teachers the opportunity to serve students through pull-out, inclusion, and co-teaching.

## 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 reading on grade level will increase 8 percentage points from 76% to 84% as measured by end of year assessments K-2 and EOG tests 3-5.

**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 the end of the 2009-2010 school year, first grade students reading on grade level will increase 5 percentage points from 88% to 93% as indicated by 4th quarter DRA assessments.

**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><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?                      At the end of the 4th quarter 88% of the first graders were reading on grade level. This was an increase from 82% in the third quarter.</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 data does not give us insight as to the reasons why 12% of the students are not performing on grade level.</p> <p>3. Celebration(s)?                      First grade students reading on grade level have surpassed our annual projected goal of 82% proficient at the end of the 08-09 school year.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      We will use formative assessment data, Dibels progress monitoring and DRA assessments to identify areas of weakness to provide students with appropriate interventions to increase their reading proficiency.</p>	<p>1. What does the data tell us?                      The data tells us that 92% of first graders are currently reading on grade level.</p> <p>2. Not tell us?                      Data does not tell us what specific instruction strategie(s) are making the most impact on our current success.</p> <p>3. Celebration(s)?                      The 09-10 first grade class is performing 10 percentage points higher than the 08-09 first grade class at the end of the 08-09 academic school year.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      Increase percentage of</p>	<p>1. What does the data tell us?                      The data tells us that first graders dropped to 89% proficiency rate at reading on grade level during the second quarter.</p> <p>2. Not tell us?                      Data does not tell us what which specific objectives students need to focus on to increase the percentage of students reading on grade level.</p> <p>3. Celebration(s)?                      School-wide reading proficiency came up from 77.7% proficient to 90% proficient.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      We will emphasize guided reading</p>	<p>1. What does the data tell us?                      The data tells us that first graders maintained their current level of reading proficiency at 88% during the third quarter.</p> <p>2. Not tell us?                      Data does not tell us what which specific objectives students need to focus on to increase the percentage of students reading on grade level.</p> <p>3. Celebration(s)?                      School wide reading proficiency continues to rise. Third quarter it rose from 90% to 92% overall proficiency.</p> <p>4. OFIs? OFIs: Opportunities For Improvement                      After evaluating guided reading</p>
<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	We will continue to use DRA and Dibels assessments along with results from guided reading to identify and track students reading progress.	Use DRA and Dibels assessments, our daytime tutor, along with results from guided reading to identify and track students reading progress.	Use DRA and Dibels assessments, our daytime tutor, along with results from guided reading to identify and track students reading progress.	Use DRA and Dibels assessments, our daytime tutor, along with results from guided reading to identify and track students reading progress.

<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	CITW Training Team, CF, Classroom Teachers, Teacher Assistants, Media Specialist	CITW Training Team, CF, Classroom Teachers, Teacher Assistants, Media Specialist	CITW Training Team, CF, Classroom Teachers, Teacher Assistants, Media Specialist	CITW Training Team, CF, Classroom Teachers, Teacher Assistants, Media Specialist
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	Additional funding for reading tutoring in grades K-2.	Additional funding for reading tutoring in grades K-2.	Additional funding for reading tutoring in grades K-2.	Additional funding for reading tutoring in grades K-2.
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	CITW Training, Intervention/Prevention Training, Assessment for Learning Training	CITW Training, Intervention/Prevention Training, Assessment for Learning Training	CITW Training, Intervention/Prevention Training, Assessment for Learning Training	CITW Training, Intervention/Prevention Training, Assessment for Learning Training
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Parent volunteers assist with Accelerated Reader; assist with reading tutoring, guided reading and regular instruction.	Parent volunteers assist with Accelerated Reader; assist with reading tutoring, guided reading and regular instruction.	Parent volunteers assist with Accelerated Reader; assist with reading tutoring, guided reading and regular instruction.	Parent volunteers assist with Accelerated Reader; assist with reading tutoring, guided reading and regular instruction.

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><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. Observation, Walkthrough data, Teachscape, DRA Reading Levels, Accelerated Reader assessment levels, Dibels</p> <p>B. Observation, Walkthrough data, Teachscape, Accelerated Reader School Reports, Dibels Reports</p> <p>C. Quarterly benchmark analysis, DRA Reading Levels, Accelerated Reader Assessment Levels, Dibels</p>	<p>A. Observation, Walkthrough data, Teachscape, DRA Reading Levels, Accelerated Reader assessment levels, Dibels</p> <p>B. Observation, Walkthrough data, Teachscape, Accelerated Reader School Reports, Dibels Reports</p> <p>C. Quarterly benchmark analysis, DRA Reading Levels, Accelerated Reader Assessment Levels, Dibels</p>	<p>A. Observation, Walkthrough data, Teachscape, DRA Reading Levels, Accelerated Reader assessment levels, Dibels</p> <p>B. Observation, Walkthrough data, Teachscape, Accelerated Reader School Reports, Dibels Reports</p> <p>C. Quarterly benchmark analysis, DRA Reading Levels, Accelerated Reader Assessment Levels, Dibels</p>	<p>A. Observation, Walkthrough data, Teachscape, DRA Reading Levels, Accelerated Reader assessment levels, Dibels</p> <p>B. Observation, Walkthrough data, Teachscape, Accelerated Reader School Reports, Dibels Reports</p> <p>C. Quarterly benchmark analysis, DRA Reading Levels, Accelerated Reader Assessment Levels, Dibels</p>
Act/Plan	<p><b>Target Goal Met?</b></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 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 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 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	Routine progress monitoring using DRA and Dibels assessments.	Classroom teachers	DRA and Dibels Data	6/10 2010
#2	Determine and monitor modifications/interventions for targeted students.	Principal, CF, Classroom teachers	Grade Level Meeting Minutes	6/10 2010
#3	Provide Curriculum Night for all parents.	Principal, CF, Classroom teachers	Curriculum Night attendance	6/10 2010
#4	Guided reading will be provided 4 days per week to all first grade students.	First grade teachers/teacher	Observations, Master Schedule,	6/10 2010
#5	Continue CITW training for the second year.	CITW Training Team	Observations, Teachscape Data,	6/10 2010
#6	Expand extended learning program to grades 1 and 2.	CF, Tutors, Classroom Teachers	DRA and Dibels Data	6/10 2010
#7	Send teachers and teacher assistants to teaching and learning sessions provided by the district for reading.	Classroom teachers, PD instructors	PD Transcript, Student performance data, observations	6/10 2010
#8	Assess strategy deployment based on available data and make adjustments.	Principal, CF, Classroom teachers,	Quarterly SIP Updates	End of Quarter
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Routine progress monitoring using DRA and Dibels assessments.	Classroom teachers	DRA and Dibels Data	6/10 2010
#2	Determine and monitor modifications/interventions for targeted students.	Principal, CF, Classroom teachers	Grade Level Meeting Minutes	6/10 2010
#3	Utilize Teacher Assistants in Grades K and 1 to assist with class coverage for teachers to conduct DRA Assessments	K-2 Teachers and Teacher Assistants	Timely DRA Assessment Data	6/10 2010
#4	Guided reading will be provided 4 days per week to all first grade students.	First grade teachers/teacher assistants	Observations, Master Schedule, Assessment Data, Student Performance Data	6/10 2010
#5	Continue CITW training for the second year.	CITW Training Team	Observations, Teachscape Data, Classroom Walkthroughs	6/10 2010
#6	Expand extended learning program to grades 1 and 2.	CF, Tutors, Classroom Teachers	DRA and Dibels Data	6/10 2010
#7	Send teachers to teaching and learning sessions provided by the district for reading.	Classroom teachers, PD instructors	PD Transcript, Student performance data, observations	6/10 2010
#8	Add daytime tutor two days per week for 2.5 hours of reading remediation for all target	Daytime Tutor	DRA and Dibels Data	6/10 2010
#9	Assess strategy deployment based on available data and make adjustments.	Principal, CF, Classroom teachers, SIT	Quarterly SIP Updates	End of Quarter 2
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Routine progress monitoring using DRA and Dibels assessments.	Classroom teachers	DRA and Dibels Data	6/10 2010
#2	Determine and monitor modifications/interventions for targeted students.	Principal, CF, Classroom teachers	Grade Level Meeting Minutes	6/10 2010
#3	Utilize Teacher Assistants in Grades K and 1 to assist with class coverage for teachers to conduct DRA Assessments	K-2 Teachers and Teacher Assistants	Timely DRA Assessment Data	6/10 2010
#4	Guided reading will be provided 4 days per week to all first grade students.	First grade teachers/teacher assistants	Observations, Master Schedule, Assessment Data, Student Performance Data	6/10 2010
#5	Continue CITW training for the second year.	CITW Training Team	Observations, Teachscape Data, Classroom Walkthroughs	6/10 2010
#6	Expand extended learning program to grades 1 and 2.	CF, Tutors, Classroom Teachers	DRA and Dibels Data	6/10 2010
#7	Send teachers to teaching and learning sessions provided by the district for reading.	Classroom teachers, PD instructors	PD Transcript, Student performance data, observations	6/10 2010

#8	Continue daytime tutor two days per week for 2.5 hours of reading remediation for all	Daytime Tutor	DRA and Dibels Data	6/10 2010
#9	Assess strategy deployment based on available data and make adjustments.	Principal, CF, Classroom teachers, SIT	Quarterly SIP Updates	End of Quarter 3
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Routine progress monitoring using DRA and Dibels assessments.	Classroom teachers	DRA and Dibels Data	6/10 2010
#2	Determine and monitor modifications/interventions for targeted students.	Principal, CF, Classroom teachers	Grade Level Meeting Minutes	6/10 2010
#3	Utilize Teacher Assistants in Grades K and 1 to assist with class coverage for teachers to conduct DRA Assessments	K-2 Teachers and Teacher Assistants	Timely DRA Assessment Data	6/10 2010
#4	Guided reading will be provided 4 days per week to all first grade students.	First grade teachers/teacher assistants	Observations, Master Schedule, Assessment Data, Student Performance Data	6/10 2010
#5	Implement CITW training in all classrooms.	CITW Training Team	Observations, Teachscape Data, Classroom Walkthroughs	6/10 2010
#6	Expand extended learning program to grades 1 and 2.	CF, Tutors, Classroom Teachers	DRA and Dibels Data	6/10 2010
#7	Send teachers to teaching and learning sessions provided by the district for reading.	Classroom teachers, PD instructors	PD Transcript, Student performance data, observations	6/10 2010
#8	Continue daytime tutor two days per week for 2.5 hours of reading remediation for all	Daytime Tutor	DRA and Dibels Data	6/10 2010
#9	Review the master schedule and teacher/teacher assistant access to students for guided reading.	Principal	Increased reading proficiency	End of Quarter 4
#10	Assess strategy deployment based on available data and make adjustments.	Principal, CF, Classroom teachers, SIT	Quarterly SIP Updates	End of Quarter 4

# Goal 1 Data Worksheet

## Supporting Data for SMART GOAL 1:

Quarter 1	READING PERCENT PROFICIENT BY GRADE LEVEL AND SCHOOL YEAR			
	Grade	2006-2007 School Year	2007-2008 School Year	2008-2009 School Year
	K	94%	96%	83%
	1	58%	72%	88%
	2	85%	94%	93%
	3	88%	66%	78%
	4	92%	67%	74%
	5	99%	63%	75%
	TOTAL % Proficient	86%	76%	81.8%

Quarter 2

2009 - 2010 READING PERCENT PROFICIENT BY GRADE LEVEL (DRA K-2 and BM1 3-5)

Grade	2009-2010 School Year
K	Do not assess with DRA First Quarter
1	92% (Target Goal 93%)
2	88%
3	70.2%
4	70.3%
5	67.9%
TOTAL % Proficient	77.7% (excluding K)

Quarter 3

2009 - 2010 READING PERCENT PROFICIENT BY GRADE LEVEL (DRA K-2 and BM1 3-5)

Grade	2009-2010 School Year	
K	96%	
1	89%	(Target Goal 93%)
2	94%	
3	85%	
4	88%	
5	86%	
TOTAL % Proficient	90%	

Quarter 4

2009 - 2010 READING PERCENT PROFICIENT BY GRADE LEVEL (DRA K-2 and BM1 3-5)

Grade	2009-2010 School Year	
K	96%	
1	88%	(Target Goal 93%)
2	94%	
3	96%	
4	87%	
5	89%	
TOTAL % Proficient	92%	





## 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, Stokesdale Elementary School will increase mathematics proficiency from 90.6% to 95% as measured by the EOG assessments.

**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.)

1. By the end of the 2009-2010 school year, the students with disabilities (EC) subgroup will increase in math proficiency from a current state of 78.3% to a desired state of 83% as determined by EOG test data.

**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?            At the end of the 08-09 school year, 78.3% of EC students were proficient in mathematics according to EOG assessment data.</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 data does not indicate the strengths and limitations of students with disabilities math achievement and the overall mathematics performance of incoming third grade students.</p> <p>3. Celebration(s)?            We are continuing to increase the overall proficiency of our EC students. Currently we have shown an increase from 61% to 78% in one school year.</p> <p>4. OFIs? OFIs: Opportunities For Improvement            Our current 4th grade is achieving at 100% proficiency. As a result, we need to put a greater emphasis on improving our current 5th grade EC proficiency of 76%.</p>	<p>1. What does the data tell us?            The data tells us that overall proficiency is 46% for all EC students in grades 3 - 5.</p> <p>2. Not tell us?            It does not tell us why 5th grade proficiency has dramatically dropped to a 12% overall proficiency.</p> <p>3. Celebration(s)?            3rd and 4th grade are maintaining proficiency in the 70th percentile proficient range.</p> <p>4. OFIs? OFIs: Opportunities For Improvement            Increase EC proficiency in</p>	<p>1. What does the data tell us?            The data tells us that overall proficiency is 50% for all EC students in grades 3 - 5.</p> <p>2. Not tell us?            Why 5th grade continues to fall well below grades 3 and 4 in proficiency. Also, why 4th grade dropped from 71% proficient to 43% proficient.</p> <p>3. Celebration(s)?            5th grade improved from 12% proficient to 31% proficient.</p> <p>4. OFIs? OFIs: Opportunities For Improvement            Use downtime tutor to examine</p>	<p>1. What does the data tell us?            The data indicates that the strategies we are currently employing are improving proficiency of our EC subgroup when data is examined for the first three quarters of this school year.            2. Not tell us?            The data does not tell us which specific objectives need remediation for individual students in this subgroup in order to increase overall proficiency.</p> <p>3. Celebration(s)?            Overall EC proficiency increased from 50% to 61% proficient from the third to the fourth quarter. Both 4th and 5th grade overall EC proficiency increased as well.</p> <p>4. OFIs? OFIs: Opportunities For Improvement            Use individual student item</p>

<b>Plan</b>	<b>Identify Key Strategy (Approach)</b>	Increase EC support by configuring the master schedule in grades 4 and 5 to ensure that 90 minute instructional blocks are instituted, allowing EC	Continue EC support within the master schedule in grades 4 and 5 to ensure 90 minute instructional blocks are maintained, add daytime tutor two days per week for 2.5	Continue EC support within the master schedule in grades 4 and 5 to ensure 90 minute instructional blocks are maintained, add daytime tutor two days per week for 2.5 hours	Continue EC support within the master schedule in grades 4 and 5 to ensure 90 minute instructional blocks are maintained, add daytime tutor two days per week for 2.5 hours
<b>Plan</b>	<b>Person(s) Responsible for ensuring the strategy is deployed during the current quarter</b>	4th and 5th grade regular and EC teachers.	4th and 5th grade regular and EC teachers, daytime tutor	4th and 5th grade regular and EC teachers, daytime tutor	4th and 5th grade regular and EC teachers, daytime tutor
<b>Plan</b>	<b>Resources Available during the current quarter (include \$ encumbered and name of budget)</b>	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.	Monies encumbered from 069 budget to finance tutoring.
<b>Plan</b>	<b>Resources Needed during the current quarter</b>	Additional funding for math tutoring for grades 4 and 5.	Additional funding for math tutoring for grades 4 and 5.	Additional funding for math tutoring for grades 4 and 5.	Additional funding for math tutoring for grades 4 and 5.
<b>Plan</b>	<b>Professional Development during the current quarter (Indicate title, content and audience)</b>	District Staff Development in the mathematics content area.	Continue to send teachers to district Teaching and Learning Sessions in mathematics, Assessment for Learning Training.	Continue to send teachers to district Teaching and Learning Sessions in mathematics, Assessment for Learning Training.	Continue to send teachers to district Teaching and Learning Sessions in mathematics, Assessment for Learning Training.
<b>Plan</b>	<b>Parent and Community (Stakeholder) Involvement during the current quarter</b>	Provide information about math instructional strategies and learning activities that parents can use at home to reinforce performance in math. PTA providing supplemental funding	Provide information about math instructional strategies and learning activities that parents can use at home to reinforce performance in math. PTA providing supplemental funding	Provide information about math instructional strategies and learning activities that parents can use at home to reinforce performance in math. PTA providing supplemental funding	Provide information about math instructional strategies and learning activities that parents can use at home to reinforce performance in math. PTA providing supplemental funding
<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>  <b>A. What data will you use to determine if the strategy was deployed?</b>  <b>B. What data will you use to determine if the strategy was deployed with fidelity?</b>  <b>C. What data will you use to determine if the strategy impacted the overall goal or target goal?</b></p>	<p>A. Observation, Walkthrough data, Teachscape, Benchmark Assessments, Mini-Assessments provided by math initiative  B. Observation, Walkthrough data, Teachscape  C. Quarterly benchmark analysis</p>	<p>A. Observation, Walkthrough data, Teachscape, Benchmark Assessments, Mini-Assessments provided by math initiative  B. Observation, Walkthrough data, Teachscape  C. Quarterly benchmark analysis</p>	<p>A. Observation, Walkthrough data, Teachscape, Benchmark Assessments, Mini-Assessments provided by math initiative  B. Observation, Walkthrough data, Teachscape  C. Quarterly benchmark analysis</p>	<p>A. Observation, Walkthrough data, Teachscape, Benchmark Assessments, Mini-Assessments provided by math initiative  B. Observation, Walkthrough data, Teachscape  C. Quarterly benchmark analysis</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 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	<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	Teachers will ensure curriculum alignment for all EC students.	EC and Regular Teachers	Grade Level Meeting Minutes	June 10, 2010
#2	Teachers will provide differentiated instruction and home learning activities.	EC and Regular Teachers	Observations, Walkthroughs,	June 10, 2010
#3	EC teachers will follow district mathematics initiative.	EC and Regular Teachers	Observations, Walkthroughs,	June 10, 2010
#4	EC teachers will follow the inclusion model where appropriate.	EC Teachers	Quarterly Assessment Data	June 10, 2010
#5	Implement Assessment for Learning Training modules.	Lillie Tucker, EC and Regular	Staff Attendance Sheet, Formative	June 10, 2010
#6	Implement Intervention/Prevention training.	Intervention/Prevention training team	Staff Attendance Sheet	June 10, 2010
#7	Provide Curriculum Night for all parents to share ways parents can support math instruction at home.	Principal, CF, All teachers	Curriculum Night attendance/Home Learning	
#8	Assess strategy deployment based on available data and make adjustments.	Principal, CF, SIT	Quarterly SIP Updates	End of Quarter
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Teachers will ensure curriculum alignment for all EC students.	EC and Regular Teachers	Grade Level Meeting Minutes	June 10, 2010
#2	Teachers will provide differentiated instruction and home learning activities.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data, Home Learning Materials	June 10, 2010
#3	EC teachers will follow district mathematics initiative.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data	June 10, 2010
#4	EC teachers will follow the inclusion model where appropriate.	EC Teachers	Quarterly Assessment Data	June 10, 2010
#5	Implement Assessment for Learning Training modules.	Lillie Tucker, EC and Regular Teachers	Staff Attendance Sheet, Formative Assessment alignment as compared to NCSCOS, GCS Pacing Guides, Curriculum Maps and Classroom Planning and Instruction	June 10, 2010
#6	Implement Intervention/Prevention training.	Intervention/Prevention training team	Staff Attendance Sheet	June 10, 2010
#7	Provide Curriculum Night for all parents to share ways parents can support math instruction at home.	Principal, CF, All teachers	Curriculum Night attendance/Home Learning Activities	
#8	Add daytime tutor two days per week for 2.5 hours of mathematics remediation for all	Daytime Tutor	Quarterly Assessment Data	June 10, 2010
#9	Consider moving 2 students in grade 3 to inclusion for EC services.	IEP Team	Student Achievement Data	End of Quarter 2
#10	Assess strategy deployment based on available data and make adjustments.	Principal, CF, SIT	Quarterly SIP Updates	End of Quarter 2

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Teachers will ensure curriculum alignment for all EC students.	EC and Regular Teachers	Grade Level Meeting Minutes	June 10, 2010
#2	Teachers will provide differentiated instruction and home learning activities.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data, Home Learning Materials	June 10, 2010
#3	EC teachers will follow district mathematics initiative.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data	June 10, 2010
#4	EC teachers will follow the inclusion model where appropriate.	EC Teachers	Quarterly Assessment Data	June 10, 2010
#5	Implement Assessment for Learning Training modules.	Lillie Tucker, EC and Regular Teachers	Staff Attendance Sheet, Formative Assessment alignment as compared to NCSCOS, GCS Pacing Guides, Curriculum Maps and Classroom Planning and Instruction	June 10, 2010

#6	Implement Intervention/Prevention training.	Intervention/Prevention training team	Staff Attendance Sheet	June 10, 2010
#7	Provide No Parent Left Behind Night for all parents to share ways parents can support math instruction at home.	Principal, CF, All teachers	No Parent Left Behind Night attendance/Home Learning Activities	March 25, 2010
#8	Continue daytime tutor two days per week for 10 hours of mathematics for remediation	Daytime Tutor	Quarterly Assessment Data	June 10, 2010
#9	Assess strategy deployment based on available data and make adjustments.	Principal, CF, SIT	Quarterly SIP Updates	End of Quarter 3
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Teachers will ensure curriculum alignment for all EC students.	EC and Regular Teachers	Grade Level Meeting Minutes	June 10, 2010
#2	Teachers will provide differentiated instruction and home learning activities.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data, Home Learning Materials	June 10, 2010
#3	EC teachers will follow district mathematics initiative.	EC and Regular Teachers	Observations, Walkthroughs, Teachscape Data, Quarterly Assessment Data	June 10, 2010
#4	EC teachers will follow the inclusion model where appropriate.	EC Teachers	Quarterly Assessment Data	June 10, 2010
#5	Implement Assessment for Learning Training modules.	Lillie Tucker, EC and Regular Teachers	Staff Attendance Sheet, Formative Assessment alignment as compared to NCSCOS, GCS Pacing Guides, Curriculum Maps and Classroom Planning and Instruction	June 10, 2010
#6	Implement Intervention/Prevention training.	Intervention/Prevention training team	Staff Attendance Sheet	June 10, 2010
#7	Continue daytime tutor two days per week for 10 hours of mathematics for remediation	Daytime Tutor	Quarterly Assessment Data	June 10, 2010
#8	Assess strategy deployment based on available data and make adjustments.	Principal, CF, SIT	Quarterly SIP Updates	End of Quarter 4
#9				
#10				

## Goal 2 Data Worksheet

### Supporting Data for SMART GOAL 2:

# Quarter 1

Grade	06-07 TOTAL #	06-07 TOTAL EC	06-07 %EC Prof.
3	82	14	64%
4	89	10	80%
5	90	11	36%

Grade	07-08 TOTAL #	07-08 TOTAL EC	07-08 % EC Prof.
3	104	16	63%
4	94	13	38%
5	96	13	69%

Grade	08-09 TOTAL #	08-09 TOTAL EC	08-09 % EC Prof.
3	93	12	100%
4	102	17	76%
5	103	16	63%

Quarter 2

QUARTER 1 (BM 1 with 45% Considered Proficient)

Grade	09-10 TOTAL #	09-10 TOTAL EC	09-10 % EC Prof.
3	92	8	75%
4	92	14	71%
5	107	17	12%
Average % Proficient		46%	

Quarter 3

QUARTER 2 (BM 2 with 45% Considered Proficient)

Grade	09-10 TOTAL #	09-10 TOTAL EC	09-10 % EC Prof.
3	91	8	75%
4	91	14	43%
5	104	16	31%
Average % Proficient		50%	

Quarter 4

QUARTER 3 (BM 3 with 45% Considered Proficient)

Grade	09-10 TOTAL #	09-10 TOTAL EC	09-10 % EC Prof.
3	92	8	69%
4	91	14	54%
5	104	16	59%
Average % Proficient		61%	

On file

## ***Approvals***

**Approved by Staff:**

Date of Approval by Staff: \_\_\_\_\_

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

Principal's Signature: on file \_\_\_\_\_

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

**Approved By Division of Academic Improvement:**

Regional Superintendent's

Signature: on file \_\_\_\_\_

Date: \_\_\_\_\_ 09/25/09

**Approved by GCS Board of Education:**

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



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



Date

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

LEA: Guilford County Schools

School: Stokesdale 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.	Daily schedules reflect a set time for recess and physical education to ensure daily activity is provided for all students.	Students may not be deprived of PE or recess.	N/A	

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE over the 180-day school year.	X		Students receive PE from the PE teacher a minimum of 1 day per week for 35 minutes. (1260 minutes per 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.	X		5580 minutes of PE are provided for each child throughout the course of the school year (30 minutes of recess per day and 35 minutes of PE)

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.		Presidential Fitness Program. Continued use of PFA equipment. Field Day (K-2 & 3-5) Jump Rope for Heart. Going the Extra Mile Fitness Program. Jump Rope Club. Running Club. School/Community Walk/Run Program "Go The Extra Mile". Fit Staff/Biggest Loser Staff Fitness Program.	

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

# 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?
Rerouting entrance and departure traffic to create better school access and relieve back-up traffic on Highways 68 and 158.	Principal	First week of School	Department of Transportation, Guilford County Sherrifs Department	None	Increased traffic flow and parent access to parking lots during first week of school
Implement school-wide BEST rules, cafeteria rules, structured recess, and increased supervision during lunch time and car rider pick up to decrease	All staff	All year	None	None	BEST BUCKS INCENTIVES Decrease in discipline referrals.
Review, revise, and communicate the school's Safety Plan, including updating the Crisis Plan and all other emergency plans and drills for the school to	Principal Leadership Team	August SIT Meeting September Staff Meeting	Scheduled SIT and Staff Meetings School Crisis Plan made available to all stakeholders	None	Successful School Crisis Plan. Sign In/Out procedure in front office. ID required to check students out. Doors locked until 7:20 each morning.
Enforce the GCS Student Code of Conduct and have classroom rules and procedures posted and followed.	Principal Staff	On-going	None	None	Classroom rules/consequences posted. Parents receive GCS Code of Conduct. Parents receive SES Parent/Student Handbook.
Offer additional services for students who are behaviorally and academically at risk.	Principal IST Team Staff	On-going	IST Training for team members	None	Refine the IST referral process. Increased academic achievement for referred students.
USE IST to identify, serve, and monitor the progress of at-risk students.	Principal Staff	On-going	List of students who are academically at risk.	None	Tutorial program. Benchmark Assessments.
Provide a safe and orderly climate for students and staff through the implementation of GCS Character Education and the Kids Voting Program.	Principal Guidance Counselor Staff Parent Volunteers	On-going	None	None	Continue Character Education Program and Kids Voting Program.

# 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: Stokesdale Elem

Requests for Waiver	
<b>1.</b>	<b>Describe the waiver you are requesting.</b>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>1. To transfer textbook funds to instructional funds. instructional funds to textbook funds. transfer funds to support hiring part-time teachers or tutors as needed.</p> </div> <div style="width: 35%;"> <p>2. To transfer 3. To</p> </div> </div>
<b>2.</b>	<b>Identify the law, regulation or policy from which an exemption is requested.</b>
	G.S. 155C-105.25 - Budget Flexibility, provides for maximum flexibility in the use of funds. When a school improvement plan is accepted under G.S. 115C-105.22, the local board of education may transfer and approve transfers of funds between funding allotment categories.
<b>3.</b>	<b>State how the waiver will be used.</b>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>1. To provide appropriate equipment and materials that meet diverse student needs, thus assisting in the efforts to close the achievement gap among the various subgroups of students. acceleration efforts through the use of tutors or additional part-time teachers.</p> </div> <div style="width: 35%;"> <p>2. Enhance remediation and</p> </div> </div>
<b>4.</b>	<b>State how the waiver will promote achievement of performance goals.</b>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>1. To transfer textbook funds to instructional funds. instructional funds to textbook funds. transfer funds to support hiring part-time teachers or tutors as needed.</p> </div> <div style="width: 35%;"> <p>2. To transfer 3. To</p> </div> </div>

## Additional Information

### Narrative

Stokesdale Elementary will communicate with school stakeholders in a positive and professional manner.

Stokesdale staff members will return all calls within 24 hours.

Stokesdale staff will respond to all requests for conferences immediately.

Stokesdale teachers will receive training regarding effective means to post comments on report cards using internet resources provided by the Western Region. Teachers will maintain monthly contact logs pertaining to conferences and e-mail correspondence.

Stokesdale staff will participate in Responsive and Respectful Service Training and will provide high quality service and immediate help to all stakeholders.

All staff will maintain a current Web-Page on the Stokesdale School Website.

The principal will utilize GCS - do-not-reply to communicate with school community in addition to Connect-Ed, PTA Newsletters, and the School Website.

Stokesdale Elementary teachers will conduct 1st and 3rd quarter "face-to-face" conferences with parents.

Stokesdale Elementary will implement grade level appropriate discipline plans and will communicate their plans with parents.

Classroom teachers will send home student work each Friday in "Friday Folders".