

School Name: THE ACADEMY AT HP CENTRAL
Guilford County Schools
2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

The Academy at Central builds strong relationships with all students and provides opportunities for them to excel in an early college setting focusing on health sciences and information technology.

School's Vision Statement:

The Academy at High Point Central will be a community-supported school that is committed to bringing about change and preparing the next generation of students to be accountable and responsible for their education. Within a safe and nurturing learning environment, the Academy will provide the tools necessary to empower students for lifelong learning in the areas of Health Sciences and Medical Information Technology. Through classes which offer industry-supported and recognized certifications, students will gain knowledge and skills that will put them a step ahead of their competition. Students will be empowered through the use of twenty-first century technology to graduate with a well-rounded education and be prepared for a career or entrance to the college or university of their choice.

Self Assessment

Current AYP Status:

Achieved

Current ABC Status:

Expected Growth

(Synthesized Narrative from Self-Assessment Exercises)

The Academy at High Point Center enters its fourth year of existence. The 2008-2009 school year continued the improvements in structure and operations from the previous year. Relationship building continued to be a focus of the Academy, and students responded well. The performance composite increased again to 55.8%, another gain of 200%, and average daily attendance reached 96%, one of the highest attendance rates in the district. Discipline remained a non issue with very few suspensions and limited overall issues.

There is much work that remains to be done to raise the performance composite to 75% and above. Our plan outlines our two most important goals in reaching that benchmark. The plan does not continue the attendance goal from last year because we felt that we met that goal and attendance is no longer an area of concern at the Academy.

Our second goal will instead focus on balanced assessment, and increasing students' use of technology across all content areas. We believe strongly that this will support Goal 1 and help us raise student achievement.

Goal Summary Page

Goal 1

Overall SMART Goal:

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

By 2011, the Academy at Central will raise the EOC performance composite by 47 points from 33% to 80% as determined by EOC test results and monitored by local benchmark assessments.

2006-2007: 15.5%

2007-2008: 33%

2008-2009- 55%

2009-2010- 70%

2010-2011- 80%

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 Academy at Central will raise the performance composite by 15 points, from 55% to 70 % as determined by EOC test results and monitored by local benchmark assessments.

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:

Integrate the use of technology into the classroom

Goal 2

Overall SMART Goal:

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

By 2011, the percentage of students scoring at proficient in math will increase from 55.05% to 75.0% as measured by EOC 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, the the percentage of students scoring at proficient in math will increase by 10% from 55.5% to 67% as measured by EOC scores.

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

The Academy at Central will use Balanced Assessment each day to provide data to inform instruction, to monitor student growth and to analyze the effectiveness of our teaching practice in math courses.

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 Academy at Central will raise the EOC performance composite by 47 points from 33% to 80% as determined by EOC test results and monitored by local benchmark assessments.

2006-2007: 15.5%

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2008-2009: 55%

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2010-2011: 80%

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 Academy at Central will raise the performance composite by 15 points, from 55% to 70 % as determined by EOC test results and monitored by local benchmark assessments.

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? The data shows great strides in some EOCs and small to flat growth in others. English I remains an area of concern with a small decrease from 2007-08 to 2008-2009. C&E and US History are also areas of concern. 2. Not tell us?</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>The data does not show growth in individual students. The amount of level I students was at the lowest point since the Academy started. Twenty-six students out of thirty-eight missed level III by less than 30 points. 3. Celebration(s)? Growth was again at over 20%; one of the best in the state. More students passed their exams than ever before. Student growth was huge also with some students showing a 40 point improvement on some OFIs? 4. OFIs? OFIs: Opportunities For Improvement English I is still an OFI as there was no growth in 2008-2009. Our biggest OFI is C&E and US History. These scores are lagging behind other EOCs scores and should be improved in 2009-2010.</p>	<p>1. What does the data tell us? In all benchmarked subjects, school averages have increased over 2008-2009 school year figures. For the second benchmark scores increased over benchmark in some cases up to 30 points. 2. Not tell us? After 2 benchmark administrations individual student results have been somewhat sporadic. This doesn't give us a true picture yet of which students are likely to be proficient. 3. Celebration(s)? Algebra II benchmarks have been above the district average. Between benchmark I and II, C&E showed the largest improved with a 23 point average gain. 4. OFIs? OFIs: Opportunities For Improvement English inclusion (up to 40% of the students have IEPs) and Geometry. Geometry benchmark II was lower than benchmark I and under the district average.</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)? 4. OFIs? OFIs: Opportunities For Improvement</p>
Plan	Identify Key Strategy (Approach)	Integrate the use of technology into the classroom	Integrate the use of technology into the classroom. Will increase the use of SmartResponse and PollEverywhere in formative assessment throughout all		
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	J. Crompton, G. Rose, EOC Teachers	J. Crompton, G. Rose, EOC teachers		
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Smartboards, wireless slates, 24 student laptops from Title I funds	Smartboards, slates, student laptops, 72 SmartResponse units, PollEverywhere website		

Plan	Resources Needed during the current quarter	None	None		
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Smartboard Training Sept 22 (early release)	Technology training October 28 during planning periods, after school training November 9		
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Monthly parent meetings are held and open to all parents. Parents can visit the building anytime.	Monthly parent meetings are held and open to all parents. Parents can visit the building anytime.		
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	A. Through benchmark data and Teachscape learning walkthroughs along with teacher lesson plans B. Teachscape Learning walkthroughs and principal observations both formal and informal C. benchmark data	A. Through benchmark data and Teachscape learning walkthroughs along with teacher lesson plans B. Teachscape Learning walkthroughs and principal observations both formal and informal C. benchmark data and EOC data	A. B. C.	A. B. C.
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 checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input checked="" type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Install Smartboards into classrooms and give basic training	Crompton	Smartboards in use seen during	Sept. 1, 2009
#2	Review 2008-2009 EOC data for English I, US History, and C&E. Other EOC's will be	Principal Rose, EOC Teachers	EOC Data	Sept. 1, 2009
#3	Provide professional development for CITW during the semester	Principal Rose, A. Kratzer, M.	Teachscape to monitor CITW	Sept./ongoing
#4	Ongoing PD for Best Practices and Using Technology in all classes	Principal Rose, All Teachers	Learning walks, Teachscape data	Sept./ongoing
#5	DPI Instructional Facilitators will provide follow up training and implementation	Principal Rose, DPI Facilitators, Core	Classroom Assessment, Benchmark	Sept./ongoing
#6	Principal Rose will primarily monitor implementation and fidelity. Curriculum coaches will provide support each month as the teachers improve practice. Staff share sessions	Principal Rose, Coaches	Benchmarks and Daily Assessments	Sept./ongoing
#7	Analyze Benchmark I data monthly to determine effectiveness of instructional strategies.	Principal Rose and EOC Teachers	Benchmark Data	October
#8	Based on Quarter 1 data analysis next steps will be developed for further intervention	Principal Rose	Benchmark Data and Classroom	Nov. 1, 2009
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Monitor the use of SmartBoards and SmartResponse/PollEverywhere	Principal Rose	Smartboards in use seen during walkthroughs	Jan. 8, 2010
#2	Provide continued technical assistance to teachers	Crompton	Blog posts on Moodle site	Jan. 8, 2010
#3	Provide professional development for CITW during the semester focusing on Homework and Practice	Principal Rose, A. Kratzer, M. Straughan	Teachscape to monitor CITW	Nov./ongoing
#4	Ongoing PD for Best Practices and Using Technology in all classes	Principal Rose, All Teachers	Learning walks, Teachscape data	Nov./ongoing
#5	DPI Instructional Facilitators will provide follow up training and implementation strategies for each individual EOC classroom teachers	Principal Rose, DPI Facilitators, Core Subject teachers	Classroom Assessment, Benchmark Assessments	Nov./ongoing
#6	Principal Rose will primarily monitor implementation and fidelity. Curriculum coaches will provide support each month as the teachers improve practice. Staff share sessions	Principal Rose, Coaches	Benchmarks and Daily Assessments	Nov./ongoing
#7	Analyze Benchmark 3-4 data monthly to determine effectiveness of instructional strategies. Use Daily informal formative assessments to evaluate success with mastering	Principal Rose and EOC Teachers	Benchmark Data	November-January
#8	Based on Quarter 2 data analysis next steps will be developed for further intervention	Principal Rose	Benchmark Data, EOC data, and	Jan. 8, 2010
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#9				
#10				

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

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

Quarter 1

	2006 -2007 Full Year	2007-2008 Full Year	2007 Fall	2008 Fall	2008-2009 Full Year	2009-2010 Full Year (Projected)
Performance Composite	10%	33%	24%	53.4%	55.8%	70%
Courses Targeted for High Impact						
Algebra I	6%	48%	29%	N/A	53%	65%
Geometry	7%	8%	8%	38%	56%	70%
English 1	13%	57%	53%	60%	55%	70%
Courses with Lower Enrollments						
Biology	17%	16%	0%	87%	68%	75%
Physical Science	N/A	33%	0%	67%	67%	75%
Civics and Economics	5%	36%	0%	20%	37%	65%
US History	12%	18%	20%	30%	30%	60%
Algebra 2	12%	43%	33%	53%	58%	65%
Writing	25%	25%	N/A	N/A	42%	55%

Quarter 2

Subject	Benchmark 1	Benchmark 2
Algebra 2	55.5	55.7
Biology	44.5	43.3
Civics/Economics	33.2	52.5
English 1	46.6	52.3
Geometry	47.1	35.6
US History	41.7	47.5

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 students scoring at proficient in math will increase from 55.05% to 75.0% as measured by EOC 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, the the percentage of students scoring at proficient in math will increase by 10% from 55.5% to 67% as measured by EOC 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	<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? The data tells us the number of students scoring at different proficiency levels for mathematics and shows the need to continue training in the use of formal assessment and incorporating assessment into 2. Not tell us? Not all teachers have received the Formal Assessment training.</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>3. Celebration(s)? Staff are learning to revisit assessment data on a daily basis and are learning to include data analysis as a best practice in instructional planning.</p> <p>4. OFIs? OFIs: Opportunities For Improvement Early release days and teacher workdays are often filled with other planned activities required by the district. We will utilize professional development for Formal Assessment training as a strategy to improve students' math achievement.</p>	<p>1. What does the data tell us? For Algebra 2 benchmarks and EVAAS data show that most students are on track to meet proficiency on the EOC. In Geometry, Benchmark data and EVAAS data are somewhat conflicting in 2. Not tell us? Since Geometry benchmark 2 results are low, and don't align with EVAAS data we are unsure that students are on target. Historically, Benchmark 2 in Geometry is low. This could indicate a trend with the 3. Celebration(s)?</p> <p>Algebra 2 data is strong. We anticipate a high percentage of students meeting proficiency.</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>	<p>1. What does the data tell us? 2. Not tell us? 3. Celebration(s)?</p> <p>4. OFIs? OFIs: Opportunities For Improvement</p>
Plan	Identify Key Strategy (Approach)	The Academy at Central will use Balanced Assessment each day to provide data to inform instruction, to monitor student growth and to analyze the effectiveness of our	The Academy at Central will use Balanced Assessment each day to provide data to inform instruction, to monitor student growth and to analyze the effectiveness of our		
Plan	Person(s) Responsible for ensuring the strategy is deployed during the current quarter	Principal Rose Team Members	Principal Rose Goal Team Members		
Plan	Resources Available during the current quarter (include \$ encumbered and name of budget)	Human resource is needed to assist with training and monitoring implementation of techniques	Human resource is needed to assist with training and monitoring implementation of techniques		

Plan	Resources Needed during the current quarter	Staff Development from the trained staff members as well as assistance from district coaches.	Staff Development from the trained staff members as well as assistance from district coaches.		
Plan	Professional Development during the current quarter (Indicate title, content and audience)	Professional Development based on Formal Assessment was provided to teachers during the summer and will continue during the school year.	Professional Development based on Formal Assessment was provided to teachers during the summer and will continue during the school year.		
Plan	Parent and Community (Stakeholder) Involvement during the current quarter	Provide strategies to parents to base use to monitor growth and assist their child with preparation of the EOC.	Provide strategies to parents to base use to monitor growth and assist their child with preparation of the EOC.		
Do	Create the deployment plan For the current quarter	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below
Study	Evaluation: A. What data will you use to determine if the strategy was deployed? B. What data will you use to determine if the strategy was deployed with fidelity? C. What data will you use to determine if the strategy impacted the overall goal or target goal?	EVASS data, TeachScape, Lesson Plans, Walk-thru, and Benchmark Data Benchmark Data, Walk-thru and Lesson EVASS data and EOC scores. To determine student growth.	EVASS data, TeachScape, Lesson Plans, Walk-thru, and Benchmark Data Benchmark Data, Walk-thru and Lesson EVASS data and EOC scores. To determine student growth.	A. B. C.	A. B. C.
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 checked="" type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Abandon current strategy and identify new strategy	<input type="checkbox"/> YES If yes, change target goal in order to further impact the overall goal <input type="checkbox"/> NO If no, check the appropriate action <input type="checkbox"/> Continue current strategy and update deployment plan for next Qtr <input type="checkbox"/> Continue current strategy, but make improvements to deployment plan <input type="checkbox"/> Continue current strategy and identify new strategy	

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Survey Teachers on what types of Formative Assessments are used in their classrooms.	Mr. Rose	Teacher Surveys	Sept. 1, 2009
#2	Determine the need of additional training for Balanced/Formative Assessment	Mr. Rose	Teacher surveys, Walkthroughs	Sept. 1, 2009
#3	Provide training to teachers who request the additional support.	District Support	PLC meeting agenda	Jan. 1, 2009
#4	Monitor techniques used in the classroom particularly for mathematics assessments	Mr. Rose, Goal Team	Teachscape, Walkthroughs, Lesson	Sept. 09-Jun 10
#5	Provide a system for students to track their growth through each quarter.	Mr. Rose, Goal Team	Student Data Spreadsheets	Sept. 09-Jun 10
#6	Review data at the end of the first quarter to determine the next steps in the assessment process.	Mr. Rose, Goal Team	Benchmark data and Goal Team Minutes	Oct. 1, 2009
#7				
#8				
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Inventory based on survey results on how formative assessment is being used in	Mr. Rose	Inventory List	Dec. 1, 2009
#2	Determine the need of additional training for Balanced/Formative Assessment	Mr. Rose	Teacher surveys, Walkthroughs	Jan. 1, 2010
#3	Provide training to teachers who request the additional support.	District Support	PLC meeting agenda	Jan. 1, 2010
#4	Monitor techniques used in the classroom particularly for mathematics assessments	Mr. Rose, Goal Team	Teachscape, Walkthroughs, Lesson-Plans and Benchmark Data.	Sept. 09-Jun 10
#5	Provide a system for students to track their growth through each quarter.	Mr. Rose, Goal Team	Student Data Spreadsheets	Sept. 09-Jun 10
#6	Review data at the end of the second quarter to determine the next steps in the assessment process.	Mr. Rose, Goal Team	Benchmark data and Goal Team Minutes	Feb. 1, 2010
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#8				
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#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
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#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
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#10				

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

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

Quarter 1

Current State - Some teachers have adopted the use of Balanced Assessments in their classrooms to inform instruction. Some teachers are teaching students to be accountable for their own data and understand where work needs to be done. Hard data will be collected and analyzed for the quarterly review process at the end of 1st quarter. Teachscape data and informal walkthroughs will be the primary data source.

2008-2009 Proficiency

Algebra 1 - 53%

Geometry - 56%

Algebra 2 - 58%

2009-2010 Proficiency Targets

Algebra 1 - 65%

Geometry - 70%

Algebra 2 - 65%

Quarter 2

2008-2009 Proficiency

Algebra 1 - 53%

Geometry - 56%

Algebra 2 - 58%

2009-2010 Proficiency Targets

Algebra 1 - 65%

Geometry - 70%

Algebra 2 - 65%

Subject	Benchmark 1	Benchmark 2
Algebra 2	55.5	55.7
Geometry	47.1	35.6

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
Garriot Rose	Principal	On file	09/21/09
Justin Crompton	Certified Staff	On file	09/21/09
Angie Kratzer	Certified Staff	On file	09/21/09
Danielle Crosby	Certified Staff	On file	09/21/09
Sandy Faires	Certified Staff	On file	09/21/09
Jamese Black	Certified Staff	On file	09/21/09
Stephanie Reid	Certified Staff	On file	09/21/09
Margaret Straughan	Certified Staff	On file	09/21/09
Tam Tran	Certified Staff	On file	09/21/09
Jonathan Miller	Certified Staff	On file	09/21/09
Forrest Littleton	Certified Staff	On file	09/21/09
John Hachet	Certified Staff	On file	09/21/09
Dinah Ralls	Certified Staff	On file	09/21/09
Vivian Coston	Certified Staff	On file	09/21/09
Sue Cardwell	Certified Staff	On file	09/21/09
Grace Parsons	Parent	On file	09/21/09
Kadeshia Brown	Student	On file	09/21/09

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

Approvals

Approved by Staff:

Date of Approval by Staff: _____ 9/21/2009

Results (% Approval): _____ 100%

Principal's Signature: _____ On file

Date: _____ 09/21/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature: _____ on file

Date: _____ 09/25/09

Approved by GCS Board of Education:

Date: _____

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

LEA: Guilford County Schools

School: The Academy at HP Central

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.		All 9th Grade Students are enrolled in Health and Physical Education Classes		

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		The total number of minutes in a physical education class over a 180-day school year is 13,500.
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		The total number of minutes in a physical education class over a 180-day school year is 13,500.

Strategy	Not Yet Addressed	In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.	X		

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	<p>We will begin a School Health Advisory Council.</p> <p>Members: Principal, Health/PE Teacher Medical Careers Teacher Teachers Counselor Cafeteria Manager School Nurse</p>	X		
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	<p>Coordination between the health teacher, nurse, Medical Careers teacher and counselor on program planning (guest speakers), follow-up on a student issues, etc. .</p> <p>Cafeteria Supervisor will post nutritional literature in the cafeteria and in newsletters.</p> <p>Staff Health Plan- Sponsor different physical, mental, or nutritional activities.</p> <p>Promote our current facilities by encouraging students, staff, and the community to use the YMCA for physical fitness, especially since we have a partnership with the Hartley Drive YMCA.</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.

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?
Students will sign a Code of Conduct form stating that they have read and understand the policy and procedures as outlined in <u>GCS and Student-Parent</u>	Administration, teachers	School and GCS Handbooks will be distributed to students during homeroom first day of school; forms will be collected in homeroom	Student-Teacher Handbook procedures are discussed with teachers during teacher workdays before students arrival	NA	Discipline data; Collection reports
School-wide emergency plans established as well as routinely-scheduled fire/tornado drills and electrical and fire inspections	Administration, school resource officer, crisis team members, and respective inspectors	The emergency plans are effective whenever the facility has occupants	No additional resources are needed	NA	Crisis management plan, fire, tornado, electrical, and fire inspection reports
A Crisis Team/ Safe School Committee will oversee the Safe School Plan monthly	Principal Safety Team	Once a month	Planned time for scheduled meeting, ex. 1st aid/CPR, SIT training and IST	NA	A complete and updated Safe School Plan that addresses he needs of all students
Pre-Crisis plan for lock-down procedures	School Safety Committee	September, 2008	Faculty Meeting; Teaching & Learning Meeting	NA	Practice drills campus/ evacuation
Safe School Survey (Parents, Staff, Students)	Principal	Spring 2009	Administration	NA	Annual needs assessment
Teacher Supervision	All Staff	August, 2008	School Safety Committee; Previous Duty Schedules	NA	Supervision Duty Rosters

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:

Requests for Waiver

1. Describe the waiver you are requesting.

NO WAIVER REQUESTED

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.