



Low Performing School Addendum

School Location: **Southern Guilford Middle School**

- Goal 1: By June 2016, Southern Guilford Middle School will increase the reading composite for all students by 20.4 percentage points, from 42.1 to 62.5% as measured by the End of Grade Reading Test
- Goal 2: By June 2016, Southern Guilford Middle School will increase the math composite for all students by 20.8 percentage points, from 37.5 to 58.3% as measured by the End of Grade Math Test.
- Goal 3: By June 2016, SGMS will increase the number of teachers reporting their satisfaction of being supported by school administration with regards to maintaining discipline in the classroom from 33% to 90% as measured on the 2016 NC Teacher Working Conditions Survey.

Regional Support:

The Southeastern Region has developed and implemented a tiered deployment plan that strategically focuses our efforts on three core areas: instructional planning, teaching, and evaluating. The deployment plan outlines the roles and responsibilities of each content area coordinator for the targeted areas and schools in our region. All Southeastern Regional coordinators will regularly participate in PLC meetings, provide professional development, and conduct classroom observations to better inform teachers and administration about best practices and areas for improvement. Coordinators will assist in the integration of high level questioning and writing into instruction. Schools will also receive assistance with creating and analyzing formative assessment data. In addition, the Southeastern Regional team will carefully monitor all available data points to guide our efforts in providing differentiated and personalized support to each school. Instructional rounds will occur regularly with School Administrators, School Team members, and the Regional Team to strengthen collaboration in addressing identified problems of practice and to build the capacity of leaders in our region. Several professional development opportunities will be provided for each targeted area of instruction, equipping teachers with the knowledge and skills to effectively plan, implement, and improve instruction while meeting the needs of each student in the Southeastern Region.

Central Office Support:

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic assessments linked to pacing in tested subject areas. As a result, schools will be able to provide targeted standard-level remediation to students. Additionally, several members of our central office based curriculum team have been placed in our four regions so that low performing schools receive additional support in the areas of literacy, math and science. Two district wide Learning Conferences are scheduled in the fall and spring for teachers that will focus specifically on instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

2014-16 SCHOOL IMPROVEMENT PLAN

| | | | |
|--|--------------------------------------|----------------------|------------|
| School Name | Southern Middle School | School Number | 313 |
| School Address | 5747 Drake Rd., Greensboro, NC 27406 | | |
| Principal | Karen Ellis | | |
| District Name/State Local Education Agency (LEA) Number | Guilford County Schools (410) | | |
| Date of Initial School Staff Vote of Approval | 12-Sep-14 | | |
| Date of Last Review/Update | 8/14/2015 | | |
| Principal Signature | _____ (Signature On File) | | |
| Board of Education Authority Signature | _____ (Signature On File) | | |

School Vision and Mission Statement

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| Vision |
| Southern Guilford Middle School will create and maintain a culture of excellence that affords every student success, recognizing that Success Generates More Success. |
| Mission Statement |
| Southern Guilford Middle School is committed to preparing students for high school and beyond by providing a developmentally responsive yet challenging environment ensuring every student's right to learn. Students will be empowered with knowledge and skills in order to become productive members of their community. |

District and State Goal Alignment

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| Guilford County Schools Strategic Plan 2016, Area I: Personalized Learning |
| <i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i> |
| Guilford County Schools Strategic Plan 2016, Area II: Character, Service and Safety |
| <i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i> |
| Guilford County Schools Strategic Plan 2016, Area III: Parent, Family and Community |
| <i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i> |
| Guilford County Schools Strategic Plan 2016, Area IV: Educator and Organizational Excellence |
| <i>Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.</i> |
| <i>Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.</i> |

| School Improvement Team Membership | Name | Date Elected via Secret Ballot | Term (EX: 2013-14 and 2014-15) |
|--|---------------------------|--------------------------------|--------------------------------|
| Principal | Karen Ellis | | |
| Assistant Principal Representative | Dwayne Washington | 5/27/2015 | 2015-16 & 2016-17 |
| Curriculum Facilitator | Lindsay Brake | Standing Member | |
| Media Center Representative TARC | Eric Williamson | Standing Member | |
| Instructional Support Staff Representative | Ryan Schnaith Ivan | 5/27/2015 | 2015-16 & 2016-17 |
| Instructional Support Staff Representative | Karen Dill | 5/27/2015 | 2015-16 & 2016-17 |
| Instructional Support Staff Representative | Rebecca Hines | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Alyson Walsh | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Karen Braswell | 5/27/2015 | 2015-16 & 2016-17 |
| Instructional Support Staff Representative | Jennifer Bohnert | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Yvonne Mortensen-Creed | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Andrew Peascoe | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Lauren Ackerman | 6/11/2014 | 2014-15 & 2015-16 |
| Instructional Support Staff Representative | Jane Black | 5/27/2015 | 2015-16 & 2016-17 |
| Non-instructional Support Staff | Trilby Daly | 5/29/2013 | 2014-15 & 2015-16 |
| Parent | Jihanda Turner Luane Beeh | 6/11/2015 | 2015-16 & 2016-17 |
| | | | |

School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410313

Southern Guilford Middle

Select your school code using the drop-down menu in column A above. Once you have selected your school code, your school name will appear in the grey box above and targets for your school will populate automatically.

TARGET CALCULATOR

| READING 3-8 | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
|-----------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| ALL STUDENTS | 46.4 | 51.8 | 57.1 | 62.5 | 67.8 | 73.2 |
| AMERICAN INDIAN | | | | | | |
| ASIAN | 57.5 | 61.8 | 66.0 | 70.3 | 74.5 | 78.8 |
| BLACK | 37.8 | 44.0 | 50.2 | 56.5 | 62.7 | 68.9 |
| HISPANIC | 46.5 | 51.9 | 57.2 | 62.6 | 67.9 | 73.3 |
| 2 OR MORE RACES | 54.3 | 58.9 | 63.4 | 68.0 | 72.6 | 77.2 |
| WHITE | 54.8 | 59.3 | 63.8 | 68.4 | 72.9 | 77.4 |
| EDS | 39.3 | 45.4 | 51.4 | 57.5 | 63.6 | 69.7 |
| LEP | 24.5 | 32.1 | 39.6 | 47.2 | 54.7 | 62.3 |
| SWD | 10.5 | 19.5 | 28.4 | 37.4 | 46.3 | 55.3 |
| AIG | 87.4 | 88.7 | 89.9 | 91.2 | 92.4 | 93.7 |
| MATH 3-8 | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
| ALL STUDENTS | 40.4 | 46.4 | 52.3 | 58.3 | 64.2 | 70.2 |
| AMERICAN INDIAN | | | | | | |
| ASIAN | 55.0 | 59.5 | 64.0 | 68.5 | 73.0 | 77.5 |
| BLACK | 28.3 | 35.5 | 42.6 | 49.8 | 57.0 | 64.2 |
| HISPANIC | 43.6 | 49.2 | 54.9 | 60.5 | 66.2 | 71.8 |
| 2 OR MORE RACES | 54.3 | 58.9 | 63.4 | 68.0 | 72.6 | 77.2 |
| WHITE | 50.2 | 55.2 | 60.2 | 65.1 | 70.1 | 75.1 |
| EDS | 35.8 | 42.2 | 48.6 | 55.1 | 61.5 | 67.9 |
| LEP | 25.5 | 33.0 | 40.4 | 47.9 | 55.3 | 62.8 |
| SWD | 9.8 | 18.8 | 27.8 | 36.9 | 45.9 | 54.9 |
| AIG | 88.5 | 89.7 | 90.8 | 92.0 | 93.1 | 94.3 |
| SCIENCE 5 & 8 | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
| ALL STUDENTS | 53.3 | 58.0 | 62.6 | 67.3 | 72.0 | 76.7 |
| AMERICAN INDIAN | | | | | | |
| ASIAN | 64.7 | 68.2 | 71.8 | 75.3 | 78.8 | 82.4 |
| BLACK | 42.3 | 48.1 | 53.8 | 59.6 | 65.4 | 71.2 |
| HISPANIC | 56.4 | 60.8 | 65.1 | 69.5 | 73.8 | 78.2 |
| 2 OR MORE RACES | 73.3 | 76.0 | 78.6 | 81.3 | 84.0 | 86.7 |
| WHITE | 59.5 | 63.6 | 67.6 | 71.7 | 75.7 | 79.8 |
| EDS | 49.5 | 54.6 | 59.6 | 64.7 | 69.7 | 74.8 |
| LEP | 43.2 | 48.9 | 54.6 | 60.2 | 65.9 | 71.6 |
| SWD | 16.3 | 24.7 | 33.0 | 41.4 | 49.8 | 58.2 |
| AIG | 90.3 | 91.3 | 92.2 | 93.2 | 94.2 | 95.2 |

Guilford County Schools Strategic Plan 2016

School Targets - End of Course Scores

410313

Southern Guilford Middle

Select your school code using the drop-down menu in column A above. Once you have selected your school code, your school name will appear in the grey box above and targets for your school will populate automatically.

TARGET CALCULATOR

| ENGLISH 2 | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
|-----------------|------------------|----------------|----------------|----------------|----------------|----------------|
| ALL STUDENTS | | | | | | |
| AMERICAN INDIAN | | | | | | |
| ASIAN | | | | | | |
| BLACK | | | | | | |
| HISPANIC | | | | | | |
| 2 OR MORE RACES | | | | | | |
| WHITE | | | | | | |
| EDS | | | | | | |
| LEP | | | | | | |
| SWD | | | | | | |
| AIG | | | | | | |
| MATH 1 | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
| ALL STUDENTS | 83.3 | 85.0 | 86.6 | 88.3 | 90.0 | 91.7 |
| AMERICAN INDIAN | | | | | | |
| ASIAN | | | | | | |
| BLACK | 81.8 | 83.6 | 85.4 | 87.3 | 89.1 | 90.9 |
| HISPANIC | 95.0 | 95.5 | 96.0 | 96.5 | 97.0 | 97.5 |
| 2 OR MORE RACES | 75.0 | 77.5 | 80.0 | 82.5 | 85.0 | 87.5 |
| WHITE | 76.7 | 79.0 | 81.4 | 83.7 | 86.0 | 88.4 |
| EDS | 89.4 | 90.5 | 91.5 | 92.6 | 93.6 | 94.7 |
| LEP | | | | | | |
| SWD | | | | | | |
| AIG | 87.3 | 88.6 | 89.8 | 91.1 | 92.4 | 93.7 |
| BIOLOGY | 2012-13 BASELINE | 2013-14 TARGET | 2014-15 TARGET | 2015-16 TARGET | 2016-17 TARGET | 2017-18 TARGET |
| ALL STUDENTS | | | | | | |
| AMERICAN INDIAN | | | | | | |
| ASIAN | | | | | | |
| BLACK | | | | | | |
| HISPANIC | | | | | | |
| 2 OR MORE RACES | | | | | | |
| WHITE | | | | | | |
| EDS | | | | | | |
| LEP | | | | | | |
| SWD | | | | | | |
| AIG | | | | | | |

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Data collected over the course of the school year from students and teachers demonstrate an increased sense of trust and support on the part of the administration team. A comparison of the NC Teacher's Working Conditions Survey administered in the Spring of 2014 and a school version in the Spring of 2015 showed an increase of 30 percentage points, which exceeded our target by 3%. The End of Grade, End of Course as well as AimsWeb data reveal that our students are not performing at a proficient level based on core instruction. We exceeded our targets for Math 1, 8th grade math and within the AIG subgroup for Reading. There also continues to be excellent gains made from 6th to 7th grade math. This cohort of students increase by 9.6 percentage points. Our school EVAAS Teacher Effectiveness is -2.3 with EOG and EOC testing data. It drops significantly when the NC Final Exams are incorporated into the number, -7+. We need to ensure teachers are aligning their planning, teaching and evaluating directly to the standards.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

Southern's level of proficiency went down when comparing our overall Math and Reading Scores from 2014-2015. Other than the subgroups listed above, we fell short of our targets. There is an obvious disconnect between the work in core instruction and meeting proficient levels on the end of grade assessments. Examining the quarterly, semester and final grades further highlights this gap. The teachers are invested in helping their students succeed and works to plan instruction that takes into consideration where the students are currently performing. But, the rigor and push towards the standard is overshadowed by the scaffolding and interventions. We need to focus on the standards. We need to plan, teach and evaluate with the standards in clear focus. While instructional intervention and supports will continue to be put in place, the expectation of the attainment of the standard must be the mark with which we grade and hold our students to. Teachers implementation of the standards must be more intentional in all areas; planning, teaching and evaluating. Teachers will need opportunities and guidance to explore policies and practices to ensure quality feedback for students in order to reduce the implementation gap. SGMS needs to create a common practice for holding teachers and students accountable for at least reaching a proficient level of mastery of the standards.

3. What data is missing, and how will you go about collecting this information for future use?

SUMMARY OF SCHOOL DATA ANALYSIS B AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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| 4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school? |
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| Priority Area 1: |
| 1B) Reading |
| |
| Priority Area 2: |
| 2B) Mathematics |
| |
| Priority Area 3: |
| 3B) School Climate and Culture |
| |
| Priority Area 4: |
| 4B) |
| |

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

| | |
|---|--|
| Priority Area 1 | 1B) Reading |
| *SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound | By June 2016, Southern Guilford Middle School will increase the reading composite for all students by 20.4 percentage points, from 42.1 to 62.5% as measured by the End of Grade Reading Test. |
| Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?) | By June 2016, Southern Guilford Middle School will increase the reading composite for all students by 20.4 percentage points, from 42.1 to 62.5% as measured by the End of Grade Reading Test. |
| GCS 2016 Strategic Plan Alignment | Area I: Personalized Learning |

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Enhance Tier 1 Core Instruction in all ELA classes using the MTSS Model of instruction and support.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|--|--|-----------------|--|------------------------|---------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Teachers will utilize the MTSS model and identify student's level of need within each Tiers to provide appropriate supports. | Title I | | \$6,029.71 | \$0.00 | \$0.00 | \$0.00 |
| 2) Students in Tier 3 of the MTSS model will receive support with the Just Words program. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Daytime Tutors will be used to increase support for Core instruction for students in Tiers 1 and 2. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Identified students will work with EC staff in inclusion and resource settings to provide support for ELA instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Teachers will use word study and vocabulary programs within small group instruction to enhance the core instruction for all students. Teachers will also incorporate progress monitoring as they plan, teach and evaluate, using Success Charts and Running Record Documents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Administration will utilize walk through documents and provide feedback to support teachers. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) Monitor and help adjust teacher implementation of small group instruction and core instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) The Curriculum Facilitator will provide literacy professional development and work with teachers to implement literacy into their classroom. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) Conduct the Annual Title 1 meeting. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Curriculum Facilitator along with C&I will provide continue support for all ELA teachers with Word Study/Vocabulary Program | Title I | | \$3,601.02 | \$0.00 | \$0.00 | \$0.00 |
| 11) Curriculum Facilitator and PLEF will provide continued support for all ELA teachers with supporting MTSS in the ELA Classroom, continued PD in PACE PLC Mtg Aug. 6-13 and then within weekly content meetings, ELA on Tuesday) | | | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | | | | | | |
| 13) Provide parent information, training and support in monthly meetings. (9/22/15, 10/29/15, 12/15/15, 2/12/15, 3/23/15, 4/13/15) | Title I | | \$3,077.87 | \$0.00 | \$0.00 | \$0.00 |

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

| | | | | | | |
|--|---------|--|--------|--------|--------|--------|
| 14) School Social Worker will serve as a liason between the school, home and outside agencies to support students and parents. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Newsletters for October and November will be targeted with the individualized instruction for ELA Core instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Continue the implementation of Professional Learning Communities designed to analyze students learning data, allowing teachers to plan collectively.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|---|--|-----------------|---|------------------------|---------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Fund additional curriculum facilitator to assist with improving reading student achievement. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Teachers will incorporate small group instruction, differentiation and personalization from PACE trainings into PLC meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Teachers will maintain data notebooks to help record, organize and utilize individual student information within their instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Create a Data Timeline to provide teachers an outline of the continual use of data. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Conduct bi-weekly meetings between teachers, PLC's and administrator to examine, reflect and discuss key data points. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Monitor and provide feedback on personalization and differentiated lessons with lesson plan reviews and walk-throughs. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) The 0.5 Social Worker will work with teachers through the IST process and aide with strategies. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) INITIAL ALLOCATION SUBSTITUTE TEACHERS WILL BE PROVIDED | | | \$1,000.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Mission Possible and PACE Teacher Leaders will lead monthly PD sessions in grade levels sessions to support personalization and differentiation in the classroom based on student need. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) Early Release PD sessions for the 2nd semester will be differentiated sessions based on teacher implementation of PACE. Our PLEF will work with the CFs to organize and develop the sessions. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | | | | | | |
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve as a liaison between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Provide additional opportunities and support in core, as well as outside of core, to target students who are not demonstrating content mastery.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
|---|--|--------------------|---|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Daytime tutors will facilitate small group instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Teachers will provide afterschool tutoring for students. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Utilize AimsWeb data to personalize instruction in core and afterschool settings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Teachers will utilize technology to personalize learning. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Technology facilitator will assist teachers and students with the implementation and use of technology driven lessons. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Utilize Youth Development Coordinator to target identified African American Males. Providing support in the classroom and organizing afterschool tutorial sessions. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) Utilize the Keys to Writing within Science and Social Studies to support reading/writing in ELA. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) Increase use of culturally relevant material in ELA, Science and Social Studies to increase engagement for all learners. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) Enhance the multi-cultural selections of media center books. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Provide teachers with on-going professional development for differentiation and personalization. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | | | | | | |
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve as a liaison between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT). | | | | | | |
| What data will be used to determine whether the improvement strategies were deployed with fidelity? | | | | | | |
| Master schedule, meetings agendas, walk through data, data sources, lesson plans | | | | | | |
| How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.) | | | | | | |
| Baseline data (AimsWeb, interim assessments) and teachers ongoing assessments will indicate progress within the standards, leading to progress towards achieving the SMART goal. | | | | | | |

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)

Our ELA content meetings and Team/Administrative Data meetings have been effective tools with establishing the MTSS understanding and practices. Teachers have created and are utilizing Data Notebooks to track student performance and growth. This has allowed teachers to target student for additional services and targeted wrap around support with tutors, afterschool tutorials and conferencing with students and parents. The teachers have all been trained with Words Their Way and the program will be fully implemented when teachers return in January. AimsWeb Data supports the need to augment our core instruction. Analysis of the 1st Reading Interim Assessment data supports the need to increase vocabulary development within instruction. Our ELA Interim Assessment average was 4% below the district average.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)

The data from the Spring Interim Assessments indicates that both the 7th and 8th grades are making significant progress. 8th Grade ELA growth was the 2nd highest in the district with an increase of 9.3% and 7th grade had an increase of 4.8% which is much higher than the district average amount of growth. The 6th grade growth was 5.0, which is slightly less than the district average. The focus of the CF and Mission Possible coach will be with 6th grade. They will coach, monitor and assist with increasing proficiency based on data from the assessments.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Our EOG data revealed little growth in the area of reading. Our PLC's need to follow a more structured protocol, examining the standards and evaluating student work.

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)

Our ELA content meetings continue to focus on data, building common assessments, examining student work and developing lesson plans. ELA teachers are providing supports and responding to student needs based on results of AimsWeb and common assessment data. Less than 50% of the students in all grade levels for both the CBM and MAZE assessments within AimsWeb are scoring at or above a grade level appropriate level. Our daily core instruction must change to increase these numbers in order for appropriate number to receive tiered support beyond daily instruction. CBM data is at 46% for 6th Grade, 42% for 7th grade and 40% for Grade 8. The MAZE instruction is 35% for 6th Grade, 41% for 7th grade and 49% for Grade 8. Our EVAAS data reveal that while we are growing the student in the lower 2 quintiles for Reading, the highest quintile students are not growing.

Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)

The strategies will continue at this time. Developing a Growth Mind Set has been identified as an area to focus our professional development in the Spring to help teachers better understand their role in the teaching and learning process.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

The data reveals that quality progress is being made at the 7th and 8th grade levels. By focusing the efforts and adding the targeted support of the MP coach, our goal is to ensure full implementation of Words Their Way and to increase the efficacy of utilizing data to drive instruction.

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

Teachers requested materials to support the differentiated needs of their students and have begun to use Moby Max to help track student progress individually.

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

| | |
|---|--|
| Priority Area 2 | 2B) Mathematics |
| *SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound | By June 2016, Southern Guilford Middle School will increase the math composite for all students by 20.8 percentage points, from 37.5 to 58.3% as measured by the End of Grade Math Test. |
| Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?) | By June 2016, Southern Guilford Middle School will increase the math composite for all students by 20.8 percentage points, from 37.5 to 58.3% as measured by the End of Grade Math Test. |
| GCS 2016 Strategic Plan Alignment | Area I: Personalized Learning |

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Enhance Tier 1 Core Instruction in all Mathematics classes using the MTSS Model of instruction and support.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|--|--|-----------------|--|------------------------|---------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Provide instructional math materials for teachers. | Title I | | \$5,562.48 | \$0.00 | \$0.00 | \$0.00 |
| 2) Teachers will utilize the MTSS model and identify students' level of need within each tier and provide appropriate support | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Daytime tutors will be used to increase support for Core instruction for students in Tiers 1 & 2. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Utilize the IST process and EC staff to provide additional resources and support for students in Tier 3. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Monitor and help adjust teacher implementation of small group instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Teachers will work with the PLEF to utilize tablets to enhance instruction for whole and small groups as well as personalizing instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) Teachers will utilize AimsWeb Data along with Common Assessment to help identify individual needs within the classroom. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) Teachers will work to create success charts to anchor student's work to the standards. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Admin will provide PD for all Math teachers with common assessments and developing appropriate standards grading practices. Meetings will take place in PACE PLC meeting Aug. 6-13 and then in weekly content meetings (Monday) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) Admin and PLEF will provide PD for all Math teachers with supporting MTSS in the Math classroom during weekly PLC meetings. Initial 2015-16 PD took place during summer PACE training Aug. 6-13, continuing through weekly PLC meetings each Monday. | | | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

| Identify parental involvement activities, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
|--|---------------------------------------|--------------------|---------|---------------------------|------------------------|--------|
| 13) Provide parent information, training and support in monthly meetings. (9/22/15, 10/29/15, 12/15/15, 2/12/15, 3/23/15, 4/13/15) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve as a liason between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

IMPROVEMENT STRATEGY #2

Continue the implementation of Professional Learning Communities designed to analyze students learning data, allowing teachers to plan collectively.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|--|---|--------------------|---|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Fund additional curriculum facilitator to assist with improving reading student achievement. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Teachers will incorporate small group instruction, differentiation and personalization from PACE trainings into PLC meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Teachers will maintain data notebooks to help record, organize and utilize individual student information within their instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Create a Data Timeline to provide teachers an outline of the continual use of data. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Conduct bi-weekly meetings between teachers, PLC's and administrator to examine, reflect and disucss key data points. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Monitor and provide feedback on personalization and differentiated lessons with lesson plan reviews and walk-throughs. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) The 0.5 Social Worker will work with teachers through the IST process and aide with strategies. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|---|---|--------------------|---|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Mission Possible and PACE Teacher Leaders will lead monthly PD sessions in grade levels sessions to support personalization and differentiation in the classroom based on student need. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) Early Release PD sessions for the 2nd semester will be differentiated sessions based on teacher implementation of PACE. Our PLEF will work with the CFs to organize and develop the sessions. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
|---|---|--------------------|--|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | | | | | | |
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve a liason between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

IMPROVEMENT STRATEGY #3

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Provide additional opportunities and support in core, as well as outside of core, to target students who are not demonstrating content mastery.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
|---|--|--------------------|---|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Daytime tutors will facilitate small group instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Teachers will provide afterschool tutoring for students. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Utilize universal screening data to personalize instruction in core and afterschool settings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Teachers will utilize technology to personalize learning. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Technology facilitator will assist teachers and students with the implementation and use of technology driven lessons. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Utilize Youth Development Coordinator to support struggling students to increase/maintain time in class. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) The additional math teacher will provide instruction for students who did not demonstrate growth. | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 10) Provide teachers with on-going professional development for differentiation and personalization. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve as a liaison between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT). | | | | | | |
| What data will be used to determine whether the improvement strategies were deployed with fidelity? | | | | | | |
| Master schedule, meetings agendas, walk through data, screening data, lesson plans | | | | | | |
| How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.) | | | | | | |
| Baseline data (universal screeners, interim assessments) and teachers ongoing assessments will indicate progress within the standards, leading to progress towards achieving the SMART goal. | | | | | | |

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)

Math content meetings and Team/Administrative Data meetings continue to be an effective tools with establishing the MTSS understanding and practices. Teachers have created and are utilizing Data Notebooks to track student performance and growth. This has allowed teachers to target student for additional services and targeted wrap around support with tutors, afterschool tutorials and conferencing with students and parents. Teachers are utilizing common exams within the units to identify areas of weakness in groups and individuals. Each grade level's interim assessment data is below the district mean, but the 6th grade mean is significantly the lowest. Our Math 1 Mean score is right at the district mean.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)

The data from the change of scores between the fall and spring interim assessments showed that progress for all levels was less than the district average. The scores for both the 7th and 8th grade are both in the middle range of scores within the district. The 6th grade scores are in the lower quartile of scores in the district. The lack of growth in the 6th grade combined with the low scores, is a reason of concern with our 6th grade data.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Our EOG data revealed little growth in the area of math. Our PLCs need to follow a more structured protocol, examining the standards and evaluating student work.

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)

Our Math content meetings continue to focus on data, using a common format for student tasks, examining student work and developing lesson plans. Math teachers are providing supports and responding to student needs based on results of AimsWeb and common assessment data. The data shows a much stronger trend in computation than application. 6th Graders scored 71%, 7th Graders at 56% and 8th Graders at 45% on the computation. Thier ability to complete more complex word problems with application dropped to 47%, 30% and 44% respectfull for 6th, 7th & 8th graders. Teachers requested materials to support the differentiated needs of their students and have begun to use IXL to help track and push student progress individually. Our 7th grade math teachers exceeded growth with all quintile levels, while 6th and 8th grade are not making growth with any according to EVAAS.

Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)

Reviewing AimsWeb and Interim assessment data along with other assessments tools, teachers have identified a weakness in basic math understanding with number systems and operations. 80 students have been targeted to receive additional support with Think Through Math. SGMS will implement additional support with MobyMax and Edmodo to maximize instruction to provide individual support based on personalized goals. Tutorial times need to be adjusted to provide additional coverage in 6th grade to support basic mathematics understanding.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

Our Math CF has increased the monitoring and coaching with the 6th grade teachers. We have increased the amount of time the teachers are meeting to plan and discuss the development and progress of lessons. We have implemented peer coaching and demonstration lessons and inreased co-teaching. The teachers have also implemmented a back to basic computation plan and competition between the teams and classes.

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

No changes at this time. We are implmentating Guided Math in the spring.

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

| | |
|---|--|
| Priority Area 3 | 3B) School Climate and Culture |
| *SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound | By June 2016. SGMS will increase the number of teachers reporting their support of school administration in their efforts to maintain discipline in the classroom from 33% to 90% on the NC Teacher Working Conditions Survey. |
| Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?) | By June 2016. SGMS will increase the number of teachers reporting their support of school administration in their efforts to maintain discipline in the classroom from 33% to 90% on the NC Teacher Working Conditions Survey. |
| GCS 2016 Strategic Plan Alignment | Area II: Character, Service and Safety |

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Develop and implement a comprehensive behavior intervention and support plan.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
|--|--|--------------------|--|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Meet with Leadership Team to complete a student behavior and support needs assessment. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Develop a student recognition committee to research PBIS. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Generate clear behavior guidelines along with defined consequences for unwanted actions. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Utilize our Youth Development Coordinator to provide support for students, to mentor struggling students and prevent ISS/OSS so students can still benefit from direct teacher instruction. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) Utilize our School Social Worker to provide support for students. Serve as a liaison between school and home as well as outside community agencies. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) Monitor and adjust implementation. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) Use "How Full is Your Bucket" within PLC's | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Administration will provide training and support during monthly TAD (Teacher-Admin. Data) Meetings that will take place on the 3rd Wednesday of the month during grade level planning. | | | \$1,200.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) Incorporate Book Study Materials from How Full is Your Bucket into Monthly Grade Level Meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) Social Worker and Youth Development Coordinator will organize and facilitate PD with outside mental health agencies to help teachers work with struggling students. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

| Identify parental involvement activities, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
|--|---|--------------------|--|---------------------------|------------------------|--------|
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve a liason between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| IMPROVEMENT STRATEGY #2 | | | | | | |
| Establish bi-weekly administrative and team meetings to explore student learning and behavior data. | | | | | | |
| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Create a schedule for meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Develop a student learning and behavior data outline and timeline. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Budgeted to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | | | | | | |
| 10) Professional development will be on-going within Professional Learning Communities. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | | | | | | |
| 13) Provide parent information, training and support in monthly parent meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) School Social Worker will serve as a liason between the school, home and outside agencies to support students and parents. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) Regular communication to home with Connect Ed messages, Teacher Contacts (phone, email, & newsletters) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| IMPROVEMENT STRATEGY #3 | | | | | | |

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Provide activities to create a successful transition for students moving from 5th to 6th grade.

| Action Steps to Implement Improvement Strategy | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
|---|--|--------------------|---|---------------------------|------------------------|--------|
| | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 1) Conduct a Rising 6th grade parent night. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 2) Invite 5th graders to Southern Guilford Middle School for school tours. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3) Hold a Back to School Open House | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4) Administration make periodic visits to elementary schools, attending school performances and parent events. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 5) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Professional Development | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 10) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 12) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Action Steps to Implement Associated Parental Involvement | Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other") | | Supplemental Title I or Magnet Funding Allocated to Support Action Step | | | |
| Identify parental involvement activities, providers, and the dates activities will begin and end. | Improvement Plans (drop down menu) | Other (Specify) | Title I | Title I State Priority | Title I State Focus | Magnet |
| 13) Counselors and administrators will coordinate with elementary staff to plan, advertise and facilitate meetings. | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 14) | Title I | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15) | | | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT). | | | | | | |
| What data will be used to determine whether the improvement strategies were deployed with fidelity? | | | | | | |
| Discipline Referrals, Student learning and behavior data, agendas from team/administrative meetings, teacher and student data | | | | | | |
| How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.) | | | | | | |
| Data from 2013-14 will be used baseline data. Decreases in students referrals and loss of classtime will indicate progress toward SMART goals. | | | | | | |

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)

The implementation of the Teacher/Administration Data meetings has significantly improved the teachers perception of administrative support. Clear discipline procedures and communication expectations have reduced the number of office referrals to administration. To data, there have have 80 office referrals.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)

We are maintaining a strong dicipline plan within the school. Teachers perception continues to be positive when meeting in TAD meetings and Grade Level meetings. We have 209 dicipline incidents that have occurred from the beginning of the school year. Data from the MP perception data also supported an over all feeling of support from administration. The results of the survey indicate that the satisfaction rate of teachers has increased from 79%. And the approval grade was 80%, an increase over 33%.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)

The Teacher-Administrative Data meetings have been extremely effective this year. The working relationships along with mutual respect and understanding of policy and procedures have created a greater sense of community and support within the school. The strategy does not need to change. We will however reduces the number of TAD meetings to once a month so we can spend more time in Content Area PLCs and grade level meetings focused on developing our interventions.

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)

Teacher referrals are lower than 2014-15 at this time in the school year. There have been 15 OSS incidents from August - October 2015 compared to 138 for the 2014-15 school year. This is a reduction by 50% over the same time period last year. In addition the loss of instructional time per incident has dropped from 3.27 to 3.03.

Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)

The informal teacher survey to measure teacher's perception of support will take place at the end of the 1st semester. Adjustments may be suggested at that time.

Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)

No changes needed at this point.

Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)

Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)

No changes at this point

Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Southern Middle School

School Number: 313

School Address:

5747 Drake Rd., Greensboro, NC 27406

Principal:

Karen Ellis

| Task | Staff Responsible for Completing Task | Frequency | Completion Date(s) |
|--|---------------------------------------|-------------|--|
| Update School Crisis Kit | Washington/Cable | Annually | 8/14/2015 |
| Pre-Crisis Checklist | Washington | Annually | 8/14/2015 |
| After Hours Emergency Contact List | Ellis | Annually | 8/20/2015 |
| Register Principal for Sex-Offender Registry Notifications | Ellis | Annually | 12/14/2015 |
| Diabetic Training for Staff | Schnaith-Ivan/J. Black | Annually | 9/1/2015 |
| Distribute/Explain Crisis Plan to Staff | Cable, Washington, Parrish | Annually | 8/26/2015 |
| Distribute/Explain Code of Conduct | Ellis | Annually | 8/26/2015 |
| Tornado Drill | Admin | Annually | 3/4/2015 |
| Conduct Student Safety Perception Survey | Schnaith-Ivan/Graham | Annually | 4/21/2015 |
| Train staff on Emergency Notification Network deployment | Admin | Annually | 12/17/2015 |
| Lock-down Drills | Admin/Cable | Bi-Annually | 12/17/2015 |
| Safety Inspection | O'Brien/D. Black | Bi-Annually | 9/1/2015 |
| Alternate Route Fire Drill | Admin | Bi-Annually | 12/15/2015 |
| Playground Inspection | N/A | Bi-Annually | N/A |
| Fire Drill / Sanitation Inspection | Black | Monthly | 8/14/15, 9/15/15, 10/15/15, 11/13/15, 12/15/15 |
| Fire Extinguishers Inspection | O'Brien | Monthly | 8/14/15, 9/15/15, 10/15/15, 11/13/15, 12/15/15 |
| Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents | Admin/Counselors/YDC | Monthly | 10/5/15, 11/6/15, 12/7/15 |
| Automated External Defibrillator (AED) Inspection | Hunt/Fraley | Monthly | 8/26/15, 9/23/15, 10/28/15, 11/18/15, 12/16/15 |
| Discipline Incidents in PowerSchool | Admin/Wilson | Ongoing | |
| Volunteer Background Checks | Mehalko | Ongoing | |
| Monitor Visitor Check-In | Welker/Fraley | Ongoing | |
| Monitor Arrival and Dismissal of Students | Admin/Counselors/Mehalko | Ongoing | |
| Monitor Sex Offender Registry | Mehalko/Welker | Ongoing | |
| Out-of-State and Overnight Field Trip Approval by Superintendent's Designee | Ellis | Ongoing | |
| | | | |

2014-16 SCHOOL SAFETY CHECKLIST

| | | | |
|--|--|--|--|
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RESOURCE MATERIALS

| |
|---|
| GCS School Improvement Planning Guide (http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf) |
| North Carolina School Improvement Planning Implementation Guide (http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf) |
| Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab) |
| End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results) |
| End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results) |
| North Carolina Teacher Working Conditions Survey (http://ncteachingconditions.org) |
| School Report Card results: (www.ncreportcards.org) |
| GCS Data Console (http://qcsdataconsole.qcsnc.net) |
| School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports) |
| School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports) |
| School Perception Information related to parent perceptions and parent needs including information about literacy and education levels http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls |
| Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency |
| Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency |
| School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities |
| Ready Schools Inventory/Ready Schools Plan (http://www.ncreadyschools.org) |
| Title I AYP (http://ayp.ncpublicschools.org) |
| Healthy Active Children Initiative (http://www.nchealthyschools.org) |
| EVAAS (https://ncdpi.sas.com/) |
| 2013 School Safety Act - North Carolina Senate Bill 589 (http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf) |
| North Carolina General Statute 115C-105.27 Scroll down to 115C-105.27 - Development and approval of school improvement plans. |

SOUTHERN GUILFORD MIDDLE-SIP Budget Update #1

| ACCOUNT NAME | BUDGET CODE | BUDGET | ENCUMBERED | PAID | BALANCE |
|---|----------------|------------|------------|-----------|-----------|
| SALARY - SOCIAL WORKER | 3-5320-050-131 | 5,830.00 | | 2,250.40 | 3,579.60 |
| PAYROLL - BONUS PAYMENT 5320 | 3-5320-050-180 | 75.00 | | 0.00 | 75.00 |
| PAYROLL - SUPPLEMENTARY PAY 5320 | 3-5320-050-181 | 573.50 | | 222.00 | 351.50 |
| PAYROLL - LONGEVITY PAY 5320 | 3-5320-050-184 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5320 | 3-5320-050-211 | 495.62 | | 189.16 | 306.46 |
| PAYROLL - RETIREMENT 5320 | 3-5320-050-221 | 973.97 | | 381.37 | 592.60 |
| PAYROLL - HOSPITALIZATION INS. 5320 | 3-5320-050-231 | 537.80 | | 0.00 | 537.80 |
| SALARY - TEACHER | 3-5330-050-121 | 34,980.00 | | 14,000.00 | 20,980.00 |
| SALARY - NEW EMPLOYEE ORIENTATION | 3-5330-050-125 | 0.00 | 0.00 | 0.00 | 0.00 |
| SALARY - CURRICULUM FACILITATOR | 3-5330-050-135 | 0.00 | | 0.00 | 0.00 |
| SALARY - TEACHER ASSISTANT | 3-5330-050-142 | 0.00 | | 0.00 | 0.00 |
| SALARY - DAYTIME TUTOR | 3-5330-050-143 | 0.00 | 0.00 | 0.00 | 0.00 |
| SALARY - TRANSLATOR/INTERPRETER | 3-5330-050-144 | 0.00 | | 0.00 | 0.00 |
| SALARY - SUBSTITUTE PAY | 3-5330-050-162 | 928.90 | | 0.00 | 928.90 |
| SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT | 3-5330-050-163 | 2,786.80 | | 789.00 | 1,997.80 |
| PAYROLL - BONUS PAYMENT 5330 | 3-5330-050-180 | 750.00 | | 0.00 | 750.00 |
| PAYROLL - SUPPLEMENTARY PAY 5330 | 3-5330-050-181 | 4,611.00 | | 1,740.00 | 2,871.00 |
| PAYROLL - LONGEVITY PAY 5330 | 3-5330-050-184 | 0.00 | | 0.00 | 0.00 |
| SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT | 3-5330-050-191 | 0.00 | 0.00 | 0.00 | 0.00 |
| STAFF DEVELOPMENT PARTICIPANT STIPEND | 3-5330-050-196 | 0.00 | 0.00 | 0.00 | 0.00 |
| STAFF DEVELOPMENT INSTRUCTOR STIPEND | 3-5330-050-197 | 0.00 | 0.00 | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5330 | 3-5330-050-211 | 3,370.34 | | 1,246.76 | 2,123.58 |
| PAYROLL - RETIREMENT 5330 | 3-5330-050-221 | 6,021.79 | | 2,411.36 | 3,610.43 |
| PAYROLL - HOSPITALIZATION INS. 5330 | 3-5330-050-231 | 5,378.00 | | 1,792.48 | 3,585.52 |
| CONTRACTED SERVICES | 3-5330-050-311 | 0.00 | 0.00 | 0.00 | 0.00 |
| STAFF DEVELOPMENT/WORKSHOP EXPENSES | 3-5330-050-312 | 4,690.53 | 1,105.33 | 0.00 | 3,585.20 |
| ADVERTISING EXPENSE | 3-5330-050-313 | 0.00 | 0.00 | 0.00 | 0.00 |
| PRINTING & BINDING FEES | 3-5330-050-314 | 0.00 | 0.00 | 0.00 | 0.00 |
| FIELD TRIPS | 3-5330-050-333 | 0.00 | 0.00 | 0.00 | 0.00 |
| TUITION FEES | 3-5330-050-352 | 537.11 | 0.00 | 0.00 | 537.11 |
| MEMBERSHIP DUES & FEES | 3-5330-050-361 | 1,200.00 | 1,085.00 | 0.00 | 115.00 |
| SUPPLIES & MATERIALS | 3-5330-050-411 | 6,807.16 | 6,801.09 | 0.00 | 6.07 |
| LIBRARY BOOKS | 3-5330-050-414 | 0.00 | 0.00 | 0.00 | 0.00 |
| COMPUTER SOFTWARE & SUPPLIES | 3-5330-050-418 | 34.47 | 0.00 | 0.00 | 34.47 |
| FURNITURE & EQUIPMENT | 3-5330-050-461 | 0.00 | 0.00 | 0.00 | 0.00 |
| COMPUTER EQUIPMENT | 3-5330-050-462 | 2,965.53 | 2,965.53 | 0.00 | 0.00 |
| FURNITURE & EQUIPMENT - CAPITALIZED | 3-5330-050-541 | 0.00 | 0.00 | 0.00 | 0.00 |
| COMPUTER HARDWARE - CAPITALIZED | 3-5330-050-542 | 0.00 | 0.00 | 0.00 | 0.00 |
| SUMMER SCHOOL/KINDER CAMP/K HOME VISITS | 3-5350-050-121 | 0.00 | 0.00 | 0.00 | 0.00 |
| SALARY - ADDITIONAL RESPONSIBILITIES (EEA) | 3-5350-050-192 | 0.00 | 0.00 | 0.00 | 0.00 |
| SALARY - TUTOR (AFTER HOURS) | 3-5350-050-198 | 0.00 | 0.00 | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5350 | 3-5350-050-211 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - RETIREMENT 5350 | 3-5350-050-221 | 0.00 | | 0.00 | 0.00 |
| SALARY - GUIDANCE COUNSELOR | 3-5830-050-131 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - SUPPLEMENTARY PAY 5830 | 3-5830-050-181 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - LONGEVITY PAY 5830 | 3-5830-050-184 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5830 | 3-5830-050-211 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - RETIREMENT 5830 | 3-5830-050-221 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - HOSPITALIZATION INS. 5830 | 3-5830-050-231 | 0.00 | | 0.00 | 0.00 |
| SALARY - TECHNOLOGY ASSISTANT | 3-5860-050-146 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - LONGEVITY PAY 5860 | 3-5860-050-184 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5860 | 3-5860-050-211 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - RETIREMENT 5860 | 3-5860-050-221 | 0.00 | | 0.00 | 0.00 |
| PAYROLL - HOSPITALIZATION INS. 5860 | 3-5860-050-231 | 0.00 | | 0.00 | 0.00 |
| SALARY - PARENT INV./CIS/YOUTH COORDINATOR | 3-5880-050-146 | 24,662.30 | | 7,035.00 | 17,627.30 |
| PAYROLL - BONUS PAYMENT 5880 | 3-5880-050-180 | 750.00 | | 0.00 | 750.00 |
| PAYROLL - LONGEVITY PAY 5880 | 3-5880-050-184 | 0.00 | | 0.00 | 0.00 |
| PARENT DEVELOPMENT - INSTRUCTOR STIPEND | 3-5880-050-197 | 0.00 | 0.00 | 0.00 | 0.00 |
| PAYROLL - SOCIAL SECURITY/FICA 5880 | 3-5880-050-211 | 1,944.04 | | 538.17 | 1,405.87 |
| PAYROLL - RETIREMENT 5880 | 3-5880-050-221 | 3,751.14 | | 1,077.75 | 2,673.39 |
| PAYROLL - HOSPITALIZATION INS. 5880 | 3-5880-050-231 | 5,378.00 | | 1,344.36 | 4,033.64 |
| PARENT INVOLVEMENT - CONTRACTED SERVICES | 3-5880-050-311 | 0.00 | 0.00 | 0.00 | 0.00 |
| PARENT - PROFESSIONAL DEVELOPMENT | 3-5880-050-312 | 0.00 | 0.00 | 0.00 | 0.00 |
| PARENT - POSTAGE | 3-5880-050-342 | 0.00 | 0.00 | 0.00 | 0.00 |
| PARENT - SUPPLIES & MATERIALS | 3-5880-050-411 | 0.00 | 0.00 | 0.00 | 0.00 |
| PARENT - OTHER FOOD PURCHASES | 3-5880-050-459 | 3,077.87 | 500.00 | 0.00 | 2,577.87 |
| PUPIL TRANSPORTATION - CONTRACTED | 3-6550-050-331 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL | 64 | 123,110.87 | 12,456.95 | 35,017.81 | 75,636.11 |
| | | | | | 75,636.11 |
| PAYROLL TOTALS | 44 | 103,798.20 | 0.00 | 35,017.81 | 68,780.39 |
| NON-PAYROLL TOTALS | 20 | 19,312.67 | 12,456.95 | 0.00 | 6,855.72 |
| TOTAL | 64 | 123,110.87 | 12,456.95 | 35,017.81 | 75,636.11 |