



Low Performing School Addendum

School Location: **Brightwood Elementary**

- Goal 1:** By June 2016, Brightwood Elementary School will increase reading proficiency by 15.7 percentage points from 35.8% to 51.1% as measured by reading End of Grade assessment and will achieve “exceeds expected growth status” as measured by EVAAS.
- Goal 2:** By June 2016, Brightwood Elementary School will increase math proficiency by 27.9 percentage points from 27.0% to 54.9% as measured by math end of grade assessment and will achieve “exceeds expected growth status” as measured by EVAAS.
- Goal 3:** By June 2016, Brightwood Elementary School will decrease office referrals by 25% over the reported 2015 rate.

Regional Support:

Regional support teams will ensure that Low Performing Schools implement the Instructional Framework with fidelity by conducting weekly visits to each of our schools on the Low Performing list. They will coach teachers in literacy, math and science in developing their questioning skills in order to improve student engagement. In addition they will coach individual teachers in designing content appropriate rigorous writing assignments to extend and internalize student learning of content. The regional support team will participate weekly in school based PLCs in order to help teachers fully utilize the PLC process in planning delivery of the C&I constructed units through strict adherence to the standardized pacing guides. Regional support team coaches will share their feedback with teachers immediately in a coaching context. The regional executive team will meet weekly with the principals of all Low Performing Schools in order to apprise them of weekly walkthrough data, and to ensure that principals are on track to meet the goals of this plan.

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	Brightwood Elementary School	School Number	334
School Address	2001 Brightwood School Rd., Greensboro, NC 27405		
Principal	Angela Graves		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	8/219/2014		
Date of Last Review/Update	8/17/2015;11/19/15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

Brightwood is a community of 21st century learners who value the importance of education by consistently promoting mutual trust, respect, personal responsibility, and high expectations.

Mission Statement

The Brightwood School Community will create a positive learning environment where individual needs are met through:

- Establishing and developing relationships using clear coherent expectations for students, parents, staff and community.
- Consistent implementation of Positive Behavior Intervention Support (PBIS).
- Rigorous instruction focused on students' development of critical thinking, problem solving, information and technology skills, and collaboration.
- Progression towards highly functioning Professional Learning Communities (PLC).

District and State Goal Alignment

Guilford County Schools Strategic Plan 2016, Area I: **Personalized Learning**

Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Guilford County Schools Strategic Plan 2016, Area II: **Character, Service and Safety**

Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Guilford County Schools Strategic Plan 2016, Area III: **Parent, Family and Community**

Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Guilford County Schools Strategic Plan 2016, Area IV: **Educator and Organizational Excellence**

Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.

Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Angela Graves	May 12th	
Assistant Principal Representative	Rhonda Copeland	May12th	
Instructional Staff Representative	Kizzy Poteat	Aug. 19th	2015 - 16
Instructional Support Staff Representative	Alana Howie	Aug. 19th	2015 - 16
Instructional Staff Representative	Margerita Franklin	Aug. 19th	2015- 16
Instructional Support Staff Representative	Gail Anderson	Aug. 19th	2015- 16
Instructional Staff Representative	Patricia Anderson	Aug. 19th	2015 - 16
Instructional Support Staff Representative	Heather Foley	Aug. 19th	2015 - 16
Instructional Staff Representative	Dee Thompson	Aug. 19th	2015- 16
Instructional Support Staff Representative	Joanne Pendleton	Aug. 19th	2015- 16
Instructional Staff Representative	Quintasha Ebrahim	Aug. 19th	2015 - 16
Curriculum Facilitator	Katrina Robinson	Aug. 19th	2015 - 16
Parent Representative	Sandra Johnson	May 20th	2015-16
Teacher Assistant Representative	Suzanne Kasper	Aug. 19th	2015- 16
Parent Representative			2015 - 16

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

410334

Brightwood Elementary

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	30.2	37.2	44.2	51.1	58.1	65.1
AMERICAN INDIAN						
ASIAN						
BLACK	25.4	32.9	40.3	47.8	55.2	62.7
HISPANIC	36.6	42.9	49.3	55.6	62.0	68.3
2 OR MORE RACES	44.4	50.0	55.5	61.1	66.6	72.2
WHITE	46.9	52.2	57.5	62.8	68.1	73.5
EDS	26.0	33.4	40.8	48.2	55.6	63.0
LEP	10.0	19.0	28.0	37.0	46.0	55.0
SWD	13.6	22.2	30.9	39.5	48.2	56.8
AIG	66.7	70.0	73.4	76.7	80.0	83.4
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	35.6	42.0	48.5	54.9	61.4	67.8
AMERICAN INDIAN						
ASIAN						
BLACK	33.2	39.9	46.6	53.2	59.9	66.6
HISPANIC	39.0	45.1	51.2	57.3	63.4	69.5
2 OR MORE RACES	66.7	70.0	73.4	76.7	80.0	83.4
WHITE	37.5	43.8	50.0	56.3	62.5	68.8
EDS	33.3	40.0	46.6	53.3	60.0	66.7
LEP	25.0	32.5	40.0	47.5	55.0	62.5
SWD	13.6	22.2	30.9	39.5	48.2	56.8
AIG	88.9	90.0	91.1	92.2	93.3	94.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	26.3	33.7	41.0	48.4	55.8	63.2
AMERICAN INDIAN						
ASIAN						
BLACK	25.0	32.5	40.0	47.5	55.0	62.5
HISPANIC	33.3	40.0	46.6	53.3	60.0	66.7
2 OR MORE RACES						
WHITE	5.0	14.5	24.0	33.5	43.0	52.5
EDS	23.1	30.8	38.5	46.2	53.9	61.6
LEP	16.7	25.0	33.4	41.7	50.0	58.4
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	85.7	87.1	88.6	90.0	91.4	92.9

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?

For the 2015-16 school year, we had a decrease of 1.3% in reading overall from 37.1 to 35.8 . The following subgroups Reading proficiency decreased as measured by North Carolina End of Grade Test: African American students subgroup had a decrease of 4.4% in reading, Limited English Proficiency (LEP) students had a decrease of 5.8%, AIG subgroup had a gain of 12.0% . There is no significant gap between the performance of our Economically Disadvantage Students (EDS) and African American students. Students with Disability(SWD) in fifth grade increased proficiency in the area of reading from 7.7% to 23.1%. Overall proficiency in math had a decrease of 10.5% for 37.5 to 27.0% . All subgroups in math had a decrease in proficiency. Fifth grade science had an increase overall from 34.5% to 43.5%.

For grade K-2 DIBELS data, Kindergarten had 83% of its students complete the year at Benchmark level. First grade had 75% of its students at benchmark level. Second grade end of year data showed that 69% of the students were at benchmark level which was a 2% decrease from the beginning of the year data as measured by Reading 3D. Brightwood's DIBELS End of Year (EOY) data showed that 71% of the students who began the year at Benchmark level remained or moved to the Benchmark level in comparison to 63% at the beginning of the school year.

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

- Data shows that our Students with Disabilities (SWD) population decreased in proficiency in the overall areas of both reading and math from 13.2% to 8.0%.
- ☐ Data shows that our Students overall in proficiency math decreased from 37.5 to 27%.
- ☐ Data shows that our African American Students decreased in proficiency in the overall areas of reading from 35.8% to 31.4% in reading and math 37.5% to 27%.

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

The school is still missing State and Federal Annual Measurable Objective results, EVAAS value added results,

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

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Improve Literacy
Priority Area 2:
2B) Increase Math proficiency
Priority Area 3:
3B) Decrease the disparity between African American Students and Students With Disability
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) Improve Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Brightwood will increase the number of students that are proficient in reading by 15.3% points from 35.8% to 51.1%, (target cal.)
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Brightwood will increase the number of students that are proficient in reading by 15.3% points from 35.8% to 51.1%. (target cal.)
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

To implement literacy foundational skills in Pre-K-5th 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 Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Enhance Foundations instruction in grades K-2 and add Foundations for grade 3	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Enhance Word Study and Vocabulary (grades 4-5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Enhance Comprehension/Retell (PreK-5) INITIAL ALLOCATION WILL PURCHASE SUPPLIES AND MATERIALS TO ENHANCE READING AND MATH SKILLS	Title I		\$8,671.61	\$0.00	\$0.00	\$0.00
4) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards or apply standards in real world applications.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Implement the use of supplemental reading materials such as but not limited to StoryWorks, TIME, Highlights, Scholastic News	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Specialists will supplement classroom reading skills within their content areas	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Increase culturally relevant text and books based on student interest within the media center to support the Accelerated Reader Program INITIAL BUDGET LOAD	Title I Focus		\$2,500.00	\$0.00	\$0.00	\$0.00
8) Teachers will intentionally plan and ask appropriately leveled questions directly aligned to standards.	Title I Focus		\$0.00	\$0.00	\$0.00	\$0.00
9) Reading teachers will work with at risk students to provide double dose interventions to improve reading performance	Title I Focus		\$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) Book Study on Core 6: Your Essential Strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Fourth and Fifth grade teachers will be trained on Keys to Writing	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) New and continued training and materials in Foundations, Reading Foundations, word study, and writing for new teachers, specialists, support personnel, and K-5 teachers.	Title I Focus		\$0.00	\$0.00	\$1,000.00	\$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) Training and use of Reading Destination through Parent Academy	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Conduct monthly parent Literacy meetings (Book Extravaganza, Grade Level Curriculum Night, Student-led conferences, etc.)	Title I		\$1,990.00	\$0.00	\$0.00	\$0.00
15) Reinforce student foundational literacy skills by providing parents with resources, to include but not limited to, books, flash cards, newsletters and make and take items	Title I Focus		\$1,000.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Enhance Professional Learning Communities

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) Utilize Data Analysis Protocol	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Develop common assessments and utilize data to drive instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use data to determine the specific interventions and supports for students	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) Enhance and purchase instructional technology devices to support reading instruction such as but not limited to iPods, iPads, document cameras, projectors, ebeams, SMART board, and laptops	Title I	Focus	\$0.00	\$0.00	\$0.00	\$0.00
5) Will purchase various computer software/subscriptions, web based subscriptions and apps to enhance instruction such as Reading eggs, MobiMax, but not limited to these resources	Title I Focus	Focus	\$7,000.00	\$0.00	\$0.00	\$0.00
6) Reimburse staff members who attended the ASCD and PLC conference for June 2015	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
7) Sub Pay for teachers	Title I		\$2,500.00	\$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) Teachers will be trained on Data Analysis Protocol Model	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Common assessment training	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Increase professional development resources for teachers such as but not limited to The Common Core Guidebook: Informational Text Lessons Grades 3-5, Chart Sense: Common Sense Charts to teach 3-8 Informational Text and Literature, K-2 Chart Sense Charts to Teach K-2 Informational Text and Literature	Title I		\$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 assistance in understanding such topics to include, academic state standards and local academic assessments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Hold Title I annual meeting in September where parents will complete Title I compacts and sign acknowledgement of receiving Parent Involvement Policies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Provide additional instructional support and extended learning opportunities for identified students

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) Implement Guided Reading with fidelity	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Identified students will receive intensive instruction with LLI (Leveled Literacy Intervention).	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) Additional classroom teacher will reduce class size and help to avoid combination classes	Focus		\$0.00	\$0.00	\$2,500.00	\$0.00
4) The CF funding is split. Reading teacher was added to support LLI and work with identified students	Focus		\$0.00	\$0.00	\$0.00	\$0.00
5)	Title I		\$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				
	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) Research and visit models of successful personalized learning teams; identify Brightwood's team and develop our action plan during the first quarter	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Implement action plan, train and monitor Brightwood staff, including tutors throughout the year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Staff members will be trained and resources purchased in the use of Leveled Literacy Intervention (LLI)	Focus		\$4,899.84	\$0.00	\$10,063.63	\$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) Conduct parent meetings with identified students	Title I		\$500.00	\$0.00	\$0.00	\$0.00
14)			\$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?						
Benchmarks, walkthrough data GCS Instructional Framework, and pre and post common assessments Dibels and TRC						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Increase in PSF, NWF, Fluency, and Daze results assessed using DIBELS. Interim Assessment mean scores increasing compared to GCS average, and Domain overall averages increasing. Foundations Unit assessments results, ELA Unit Post Assessments.						

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?)

The beginning of the year DIBELS data shows that 64% of kindergarten students are at the benchmark level, with 18% at strategic level, and 18% at intensive level. 76% of first graders are performing at the benchmark level, 6% are performing at the strategic level, and 18% are performing at the intensive level. 71% of second graders are performing at benchmark level, 14% performing at strategic, and 15% performing at intensive. 66% of third graders are performing at the benchmark level, 10% at strategic, and 24% at intensive. 59% of fourth graders are performing at the benchmark level, 13% at strategic, and 28% at intensive. 38% of fifth graders are performing at benchmark level, 41% at strategic, and 21% at intensive.

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

The middle of the year DIBELS data shows that 79% of kindergarten students are at the benchmark level, with 18% at strategic level, and 3% at intensive level. 75% of first graders are performing at the benchmark level, 9% are performing at the strategic level, and 16% are performing at the intensive level. 71% of second graders are performing at benchmark level, 11% performing at strategic, and 18% performing at intensive. 53% of third graders are performing at the benchmark level, 16% at strategic, and 31% at intensive. 53% of fourth graders are performing at the benchmark level, 20% at strategic, and 27% at intensive. 58% of fifth graders are performing at benchmark level, 20% at strategic, and 22% at intensive. The second Interim Assessment in reading show our mean score for each grade level in reading is still below the district average but there is an increase in the overall mean score for third and fourth grade from the first Interim Assessment. Third grade is 7.75 % below the district average of 49.29% with Brightwood at 41.54%. Fourth grade is 6.39% below the district average of 55.18% with Brightwood at 48.79%. The mean score for fifth grade is 5.37% below the district average of 55.59% with Brightwood at 50.22%. Our lowest standard on the second Interim Assessment for reading for third, fourth and fifth grade is still Integration of Knowledge and Key Ideas.

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

The results from the NC End of Grade test for reading proficiency decreased by 1.3% from 37.1% to 35.8%. Fourth grade reading increased by 2.0% from 35.6% to 37.6% and fifth grade reading increased by 4.3% from 33.3% to 37.6%. Third grade decreased from 41.8% to 28.9%. Students with disability(SWD) had an overall decrease of 5 percentage points from 13.2% to 8.2%. The End of Year Reading 3D data shows that 71% of the students met benchmark standards in comparison to 63% at the beginning of the year. 13% were at the strategic level at the end of the school year in comparison to 16% in the beginning of the school year and 16% were at the intensive level in comparison to 21% at the beginning of the school year.

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

The Beginning of the Year DIBELS Data shows that 71% of kindergarten students are at benchmark, 18% strategic and 11% intensive. In first grade, 69% are at benchmark, 11% strategic, and 20% intensive. In second grade, 73% are at benchmark, 8% strategic and 19% intensive. In third grade, 66% are at benchmark, 7% strategic and 27% intensive. In fourth grade, 61% are benchmark, 12% strategic and 27% intensive. In fifth grade, 39% are at benchmark, 40% strategic and 21% intensive. The Beginning of the Year (BOY) Text Reading Comprehension (TRC) assessment data shows 40% of Kindergarten students are proficient in reading, 42% of first grade students and 24% of second grade students are proficient in reading. At third grade 22% of students are proficient in reading, 25 % in fourth grade and 20% in 5th grade are reading proficiently. The district pre-assessment data for ELA show that Brightwood 3rd grade students performed at 39% as opposed to the district third grade performance level of 45%, which is a six percentage point difference. The lowest standard on the district pre-assessment was the CCSS.ELA-Literacy .R.3 which was at 38.4%. Fourth grade students performance on the district per-assessment was 42% which is six percentage points below the district average of 48%. The lowest standard on the district pre-assessment was the CCSS.ELA-Literacy .R.4 which was at 41%. 5th grade students performed at 39% as opposed to the district level of 50% for a difference of -11%. The lowest standard for fifth grade on the district pre-assessment was in CCSS.ELA-Language.5 which was at 36.2%.

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 data shows that even though the Interim Assessment 1 in reading is below the district average, there is an increase of 3.7% in 3rd grade, 3.26% in fourth and a 7.7% in fifth grade as compared to the Interim Assessment in Reading from the 2013-14 school year. The strategies for Priority Area 1 will remain the same. Supplemental reading materials have been purchased. Tutors and support staff are used during the guided reading block K-5 to provide additional support in the classroom. Identified teachers will attend a refresher on Foundations and will be trained in Reading Foundation. Common assessment and Data Analysis Protocol will continue to be a focus during the second semester.

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

The data shows that even though the Interim Assessment 2 in reading is below the district average, there is an increase of 2.50% in 3rd grade, and an increase 5.39% in fourth grade as compared to the Interim Assessment 1 in Reading. The strategies for Priority Area 1 will remain the same. Supplemental reading materials are being used for progress monitoring that mirror the TRC assessments. Tutors and support staff are used during the guided reading block K-5 to provide additional support in the classroom. Common assessment and Data Analysis Protocol for unpacking standards will continue to be a focus during fourth quarter especially in fifth grade.

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

The data shows that fourth and fifth grade reading proficiency increased. Third grade reading scores significantly decreased by 12.9%. The strategies will remain the same with two additional action steps added. Teachers will intentionally plan and ask appropriately leveled questions directly aligned to standards. Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards or apply standards in real world applications. An individualized reading program will be incorporated in grade levels to increase reading proficiency.

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

Second and third grade teachers will receive additional training in FUNdations through our Regional Literacy Coach and will attend a literacy conference in November and April. To increase culturally relevant texts, a purchase was made for the library and guided reading room. Guided Reading materials focused on the African American Male Initiative which was purchased by the district and is being used during the literacy block. Fourth and fifth grade teachers are implementing word study using Words Their Way. Second and third grade teachers are receiving training in implementing Close Reading strategies in the classrooms. All grade levels will progress monitor for TRC at least three times per school year. The Professional Development Book focus for the school year will change to Strategies That Work II to align with district goals. Teachers in grades K-5 will be trained in Keys to Writing. Early Release days are focused on training on intentionally questioning with higher question stems and Quickwrites in all subjects.

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.)

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B														
School Name:		Brightwood Elementary School								School Number:		334		
Principal:		Angela Graves												
LEA Name/Number:		Guilford County Schools (410)												
Priority Area 1														
1B) Improve Literacy														
Improvement Strategy #1														
To implement literacy foundational skills in Pre-K-5th grade														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Enhance Foundations instruction in grades K-2 and add Foundations for grade 3	Schoolwide Reform Strategies	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Enhance Word Study and Vocabulary (grades 4-5)	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Enhance Comprehension/Retell (PreK-5)	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$8,671.61				\$0.00				\$0.00	\$8,671.61
INITIAL ALLOCATION WILL PURCHASE SUPPLIES AND MATERIALS TO ENHANCE	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards or apply standards in real world	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Implement the use of supplemental reading materials such as but not limited to StoryWorks, TIME, Highlights, Scholastic News	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Specialists will supplement classroom reading skills within their content areas	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7) Increase culturally relevant text and books based on student interest within the media center to support the Accelerated Reader Program INITIAL BUDGET LOAD	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$2,500.00				\$0.00				\$0.00	\$2,500.00
8) Teachers will intentionally plan and ask appropriately leveled questions directly aligned to standards.	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Reading teachers will work with at risk students to provide double dose interventions to improve reading performance	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Book Study on Core 6: Your Essential Strategies		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Fourth and Fifth grade teachers will be trained on Keys to Writing		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12) New and continued training and materials in Foundations, Reading Foundations, word study, and writing for new teachers, specialists, support personnel, and K-5 teachers.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Training and use of Reading Destination through Parent Academy	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school.	Reading	Parent - Professional Development	3-5880-050-312	\$0.00	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Conduct monthly parent Literacy meetings (Book Extravaganza, Grade Level Curriculum Night, Student-led conferences, etc.)	2) Offer a flexible number of meetings.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$1,990.00		Select budget category from drop down menu		\$0.00				\$0.00	\$1,990.00
15) Reinforce student foundational literacy skills by providing parents with resources, to include but not limited to, books, flash cards, newsletters and make and take items	9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00		Select budget category from drop down menu		\$0.00				\$0.00	\$1,000.00
													Subtotal #1:	\$14,161.61

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B														
Improvement Strategy #2														
Enhance Professional Learning Communities														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize Data Analysis Protocol	Schoolwide Reform Strategies	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Develop common assessments and utilize data to drive instruction	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Use data to determine the specific interventions and supports for students	Involving teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) Enhance and purchase instructional technology devices to support reading instruction such as but not limited to iPods, iPads, document cameras, projectors, eReaders, SMART board, and laptops	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Will purchase various computer software/subscriptions, web based subscriptions and apps to enhance instruction such as Reading eggs, MoblMax, but not limited to these resources	Schoolwide Reform Strategies	Reading	Computer Software & Supplies	3-5330-050-418	\$7,000.00				\$0.00				\$0.00	\$7,000.00
6) Reimburse staff members who attended the ASCD and PLC conference for June 2015	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$2,000.00				\$0.00				\$0.00	\$2,000.00
7) Sub Pay for teachers	Schoolwide Reform Strategies	Reading	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$2,500.00				\$0.00				\$0.00	\$2,500.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers will be trained on Data Analysis Protocol Model		Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select from drop down menu	Select budget category from drop down menu		\$0.00
11) Common assessment training		Reading & Math			\$0.00	Reading & Math			\$0.00				\$0.00	\$0.00
12) Increase professional development resources for teachers such as but not limited to The Common Core Guidebook: Informational Text Lessons Grades 3-5, Chart Sense, Common Sense Charts to teach 3-5 Informational Text and Literature, K-2 Chart Sense Charts to Teach K-2 Informational Text and Literature		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide assistance in understanding such topics to include, academic state standards and local academic assessments.	12) Ensure that information is clear and understandable for parents, translate as needed.		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Hold Title I annual meeting in September where parents will complete Title I compacts and sign acknowledgement of receiving Parent Involvement Policies.	1) Convene a Title I Annual public meeting. 7) Develop School/Parent compacts.				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$11,500.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B														
Improvement Strategy #3														
Provide additional instructional support and extended learning opportunities for identified students														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Implement Guided Reading with fidelity	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	\$0.00
2) Identified students will receive intensive instruction with LLI (Leveled Literacy Intervention).	Activities for children experiencing difficulty								\$0.00				\$0.00	\$0.00
3) Additional classroom teacher will reduce class size and help to avoid combination classes	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) The CF funding is split. Reading teacher was added to support LLI and work with identified students	Coordination & Integration of Federal, State, and Local Services								\$0.00				\$0.00	\$0.00
5)	Instruction by Highly Qualified Teachers	Reading & Math			\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Research and visit models of successful personalized learning teams; identify Brightwood's team and develop our action plan during the first quarter		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Implement action plan, train and monitor Brightwood staff, including tutors throughout the year					\$0.00				\$0.00				\$0.00	\$0.00
12) Staff members will be trained and resources purchased in the use of Leveled Literacy Intervention (LLI)		Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$4,899.84				\$0.00				\$0.00	\$4,899.84
Parent Involvement Action Steps		Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Total Federal Funding for Action Step
13) Conduct parent meetings with identified students	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$500.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$500.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$5,399.84

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) Increase Math proficiency
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Brightwood Elementary will increase the number of students that are proficient in math by 27.9 percentage points from 27% to 54.9%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Brightwood Elementary will increase the number of students that are proficient in math by 27.9 percentage points from 27% to 54.9%.
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

Strengthen math foundational skills and enhance the 8 mathematical practices for grades PreK-5th

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) Strategically strengthen vertical alignment	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Implement math journals school-wide to enhance writing through the content area	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Implement the use of independent morning math work using Mountain Math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Build math fluency and increase the use mental math	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Explore and implement a school-wide problem solving such as but not limited to UNRAVEL	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Explore and implement a School-wide problem of the week.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Enhance the use of cooperative learning and manipulatives	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will intentional plan and ask appropriately leveled questions directly aligned to 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) Investigate and attend Math PD and conferences such as but not limited to AIMS training and NCTM conferences to include but limited to PD resources for the classroom and professional library to enhance math instruction	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Training on the use of technology resources such as but not limited to Learnzillion, MobiMax, Learning Farm, Math XL, and Flocabulary.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Develop and refine common assessments to the use of backwards design	Title I		\$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) Family Math Night	Focus		\$0.00	\$0.00	\$500.00	\$0.00
14) Training and use of Math Destination through Parent Academy	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Implement the use of supplemental math materials such as but not limited to DynaMath	Title I		\$0.00	\$0.00	\$1,100.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Provide additional instructional support and extended learning opportunities for identified students

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) Enhance math interventions based upon common assessments, interim assessments, and teacher informal/formal assessments	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize intervention and enrichment block to accelerate and/or extend learning opportunities for identified students	Focus		\$0.00	\$0.00	\$30,000.00	\$0.00
3) Utilize IST as Personalized Learning Team to identify students, identify appropriate interventions, implement interventions, and monitor student progress.	Focus		\$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) Teachers will be trained on the new school-wide problem solving techniques and how to incorporate the 8 mathematical practices through the use of manipulatives and problem solving	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Enhance and train new staff members in cooperative learning strategies such as but not limited to Guided Math and use of students data notebooks.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
12)	Title I		\$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) Purchase resources for parent night such as but not limited to post-it notes, dry erase markers, flash cards, games, and books	Focus		\$0.00	\$0.00	\$0.00	\$0.00
14) Provide parents with a quarterly newsletter to support students with disabilities	Focus		\$0.00	\$0.00	\$0.00	\$0.00
15) Provide parents with strategies to support their students with disabilities through a fall and spring workshop	Focus		\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

Enhance Professional Learning Communities

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) Utilize Data Analysis Protocol	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

2) Develop common assessments and utilize data to drive instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use data to determine the specific interventions and supports for students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Will enhance and purchase instructional technology devices such as iPods, iPads, document cameras, projectors and laptops but not limited to these resources to enhance math instruction	Title I	Focus	\$0.00	\$0.00	\$12,500.00	\$0.00
5) Will purchase various computer software/subscriptions, web based subscriptions and apps to enhance instruction such as Reading eggs, MobilMax, Flocabulary, but not limited to these resources	Title I		\$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) Provide teachers with quarterly release time to analyze data and identify strategies/resources to improve achievement.	Focus		\$0.00	\$0.00	\$9,000.00	\$0.00
11) PreK-5 grade teachers will participate in vertical planning to discuss standard alignment, commonalities/strategies to support all stakeholders	Focus		\$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)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$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?						
Brightwood will utilize list of PEPs, PLC minutes, data tables and collection, walkthroughs, observations, Interim Assessment results, EOG scores, and meeting minutes to determine strategies were deployed with fidelity.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Brightwood will see an increase in the Interim Assessment mean score difference between GCS mean score and the Brightwood mean score. Also, the number of non-proficient students will decrease utilizing the EOG mathematics assessment for grades 3-5. There will be an increase in the number of students scoring a 3 or 4 on the K-2 summative math assessment.

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?)

Interim assessments indicate that in 3rd grade our mean score is 29.57% compared to district mean score of 36.90%. There is a -7.33% difference between these scores. Numeration and base ten ("NBT") scores indicate that 3rd grade needs to review and continue to improve in this area. 3rd grade's highest average was Geometry at 39.88%. In 4th grade, the average mean score was 30.97% compared to the district mean score of 40.60%. There is a -9.63% difference between the district and the school. 4th grade scored 41.25% on NBT, which was their highest average. In 5th grade, the mean score was 31.00% compared to district mean score of 37.70% and therefore a difference -6.7%. 5th grade scored 44.20% on NBT, which was their highest average. According to the pacing guide, the teachers have been focusing directly as prescribed by the district. Next quarter we will continue to ensure that teachers review NBT while they continue with other areas within the pacing guide.

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

Brightwood did not meet the GCS mean score however, we made growth from 1st interim to the 2nd interim except in 4th grade. The 2nd Interim assessments indicate that in 3rd grade mean score is 39.15 % compared to 1st interim assessment of 29.57%. There was an increase of 9.20%. Numeration and base ten ("NBT") scores indicate that 3rd grade reviewed and improved in this area which was our lowest area during the 1st interim. 3rd grade's highest average was NBT at 45.74%. In 4th grade, the average mean score was 30.81% compared to the district mean score of 44.81%. There is a -4.06% difference between the district and the school. 4th grade did not grow during the 2nd interim. There was a -.06% difference between the two interims. 4th grade scored 45.55% on NBT, which was their highest average and their greatest interim growth of 16.86%. In 5th grade, the average mean score was 42.39% compared to the district mean score of 49.35% with a gain of 11.46 from interim 1 to interim 2. There is a -7.94% difference between the district and the school. 5th grade scored 51.63% on NBT, which was their highest average for the 2nd time. According to the pacing guide, the teachers have been focusing directly as prescribed by the district. Brightwood's interim assessments indicate 3rd-5th grade made an increase in NBT which aligns with our Math SIP goal.

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

The results from 2014-2015 indicated that Brightwood overall performance composite was a -10.5 % decrease in Math. 5th grade made an increase of 1.3%, 4th grade had a decrease of 4.4%, and 3rd grade decreased by 12.9%. The goal summary mean comparison scores from the state indicated that our lowest mean scores were in the areas of Numbers and Operation in Base 10 for 3rd grade (-17.4%), Numbers and Operation in Fractions for 4th grade (-17.8%) and Geometry for 5th (-17.6%).

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

The district pre-assessment data for math shows that Brightwood 3rd grade students performed at 25% as opposed to the district performance level of 31%, which is a difference of -6%. The lowest standard was in Numbers and Fractions (17.7%) and the highest was Geometry (37.2%). 4th grade students performed at 29% as opposed to the district performance level of 34%, which is a difference of -5%. The lowest standard was in Measurement and Data (23.4%) and the highest was Numbers and Base Ten (33.6%). 5th grade students performed at 24% as opposed to the district level of 30% for a difference of -5%. The lowest standard was in Geometry (16.7%) and the highest was Operations and Algebraic Thinking (33.3%). The weighted percentage on the EOG tests and the comparison of data from pre-assessments were analyzed to disseminate what areas need extra emphasis. The areas consist of Fractions (18%) and Numbers and Base Ten (23%) in 3rd grade; Fractions (25.9%) and Measurement and Data (23.9%) in 4th grade; and Fractions (22.2%) and Base Ten (29%) in 5th grade.

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?)

Due to scheduling restraints, problem of the day has been changed to the beginning of math instruction to ensure that all students are exposed to problem solving strategies. Teachers will review data and reteach specific areas of need. Teachers will continue to analyze their common assessments to help drive their instruction as well as continue with vertical teaming once a month as a staff. During PLCs, teachers will continue to review pacing guides and develop common assessments through the use of DPI's unpacking document.

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

The problem of the day will continue to be at the beginning of the math instruction to ensure that all students are exposed to problem solving strategies and spiral review of standards not mastered. Data protocol with review of data and common assessment will continue to be a focus. Intervention/Enrichment time is being used to reteach and accelerate specific areas of need. Additional support is utilized during the math block for fourth grade. Extended Learning and Saturday Academy will be held during fourth quarter for identified students.

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

We will use Mountain Math as a cumulative review for all grade levels for morning. The teachers will utilize the district's Curriculum Framework by planning with an emphasis of the backward design for common assessments, use of daily math journals by using five domains of language and learning of speaking, listening, reading, writing, and thinking each day, as well as specific power strategies such as cooperative learning and etc.

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

Guided Math will continue to be our focus this year. Teachers will utilize Intervention/Enrichment time to reteach weaker standards for targeted students based upon common assessments, teacher observations, and EOG results. The EOG data results from last year's 4th and 5th graders were broken down based on their scale score to develop a list of targeted students. These students receive additional time and focus during Guided Math, centers, homework and Intervention/Enrichment (I/E) time.

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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Brightwood Elementary School**
 Principal: Angela Graves
 LEA Name/Number: Guilford County Schools (410)

School Number: **334**

Priority Area 2														
2B) Increase Math proficiency														
Improvement Strategy #1														
Strengthen math foundational skills and enhance the 8 mathematical practices for grades PreK-5th														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Strategically strengthen vertical alignment	Instruction by Highly Qualified Teachers		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Implement math journals school-wide to enhance writing through the content area	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Implement the use of independent morning math work using Mountain Math.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Build math fluency and increase the use mental math	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Explore and implement a school-wide problem solving such as but not limited to UNRAAVEL	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Explore and implement a School-wide problem of the week	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7) Enhance the use of cooperative learning and manipulatives	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers will intentional plan and ask appropriately leveled questions directly aligned					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Investigate and attend Math PD and conferences such as but not limited to AIMS training and NCTM conferences to include but limited to PD resources for the classroom and professional library to enhance math instruction		Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
11) Training on the use of technology resources such as but not limited to Learnzillion, MobiMax, Learning Farm, Math XL, and Flocabulary.		Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Develop and refine common assessments to the use of backwards design					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Family Math Night	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nighs). 5) Provide regular opportunities for parents to meet with school staff.	Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Training and use of Math Destination through Parent Academy	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.				\$0.00				\$0.00				\$0.00	\$0.00
15) Implement the use of supplemental math materials such as but not limited to DynaMath	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.				\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Provide additional instructional support and extended learning opportunities for identified students

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Enhance math interventions based upon common assessments, interim assessments, and teacher informal/formal assessments	Activities for children experiencing difficulty		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize intervention and enrichment block to accelerate and/or extend learning opportunities for identified students	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Utilize IST as Personalized Learning Team to identify students, identify appropriate interventions, implement interventions, and monitor student progress.	Activities for children experiencing difficulty				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers will be trained on the new school-wide problem solving techniques and how to incorporate the 8 mathematical practices through the use of manipulatives and problem solving			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Enhance and train new staff members in cooperative learning strategies such as but not limited to Guided Math and use of students data notebooks.	Reading & Math				\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Purchase resources for parent night such as but not limited to post-it notes, dry erase markers, flash cards, games, and books	11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.		Select budget category from drop down menu		\$0.00	Select budget category from drop down menu	Select budget category from drop down menu		\$0.00	Select budget category from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Provide parents with a quarterly newsletter to support students with disabilities	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).				\$0.00				\$0.00				\$0.00	\$0.00
15) Provide parents with strategies to support their students with disabilities through a fall and spring workshop	12) Ensure that information is clear and understandable for parents, translate as needed.				\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

Enhance Professional Learning Communities

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize Data Analysis Protocol	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Develop common assessments and utilize data to drive instruction	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Use data to determine the specific interventions and supports for students	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Will enhance and purchase instructional technology devices such as iPods, iPads, document cameras, projectors and laptops but not limited to these resources to enhance math instruction	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Will purchase various computer software/subscriptions, web based subscriptions and apps to enhance instruction such as Reading eggs, MoblMax, Plocabulary, but not limited to these resources	Schoolwide Reform Strategies				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide teachers with quarterly release time to analyze data and identify strategies/resources to improve achievement.		Reading & Math					Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) PreK-5 grade teachers will participate in vertical planning to discuss standard alignment, commonalities/strategies to support all stakeholders		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

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) Decrease the disparity between African American Students and Students With Disability
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Brightwood Elementary will increase the number of Students With Disability that are proficient in reading by 26.3 percentage points from 8.2 % to 39.5%. (target cal.)
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Brightwood Elementary will increase the number of Students With Disability that are proficient in reading by 26.3 percentage points from 8.2 % to 39.5%
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

To implement research-based strategies during guided reading and Invention/Enrichment time

Enter Improvement Strategy #1	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) Close reading will be used during the literacy block to assist students in delving deeper into instructional level text	Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) Higher Order Questioning Stems will be used during the Literacy Block to promote critical thinking by students	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) Jan Richardson guided reading model will be used during the guided reading group for K-5 for explicitly teaching reading to students at their instructional level.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) Provide small group instruction focused on fluency, vocabulary, decoding during intervention and enrichment time.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
5) Double Dosing of Foundations for identified students during Invention/Enrichment time.	Focus		\$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			
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) Teachers will attend Close Reading and Jan Richardson training and release time will be provided to observe master teachers. Substitutes will be provided and resource book will be purchased.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Teacher leaders, administration, EC teachers, teachers, and CF will be trained in classroom walkthroughs using the Instructional Framework Focused Walk.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
12) Staff will be trained in Total Instructional Alignment	Focus		\$0.00	\$0.00	\$7,500.00	\$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			
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) Parents will be provided with resources for assisting students with developing Higher Order Thinking Skills such as but not limited to bookmarks, higher interest low level text, etc.	Focus		\$0.00	\$0.00	\$596.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Implement an intensive assessment and monitoring process for identified Students With Disabilities (SWD) that assess students progress bi-weekly

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) Review SWD benchmark assessment and EOG data for 15 -16	Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) Data meeting will be held to discuss results of the 2015 - 16 assessments	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) District's literacy model, pacing guides, and other curriculum support materials will be followed to maximize students' growth	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) Planning time will be used to analyze data and identify strategies, and resources to improve achievement.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
5) Common assessments will be aligned with essential standards and used to reteach and reassess mastery of standards.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
6) Vertical alignment will be used to discuss commonalities/strategies to support all stakeholders.	Focus		\$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			
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) Teachers will attend professional development during PLC's and Early Release days on using question stems to promote higher order thinking skills and incorporating writing in the content area.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Training on the use of Dibels and TRC data to inform instruction for teachers	Focus		\$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 assistance in understanding such topics to include, academic state standards and schoolwide reading program.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Create partnerships with area universities and middle colleges to provide reading buddies and mentorships for African American Males and Students with Disabilities.

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) Teachers will be taught pedagogy that aligns to Student With Disabilities (SWD) and African American Males (AAM) boys learning styles.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) Identify universities and middle colleges to develop partnership	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide learning experiences for students.	Focus		\$0.00	\$0.00	\$1,500.00	\$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 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) Continue African American Male (AAM) professional development throughout the year.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Share articles and data with staff that will support literacy of African American Males (AAM).	Focus		\$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) Present parent workshops that support literacy for identified students.	Focus Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$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?						
Brightwood will utilize list of PEPs, PLC minutes, data tables and collection, walkthroughs, observations, Interim Assessment results, EOG scores, and meeting minutes to determine strategies were deployed with fidelity						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Increase in PSF, NWF, Fluency, and daze results assessed using DIBELS. Interim Assessment Mean scores increasing compared to GCS average, and Domain overall averages increasing. Foundations Unit assessments results, ELA Unit Post Assessments.

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 data show that based on the Interim Assessment 1 in reading, African American Males (AAM) are performing at 36.60% which is two percentages points below the school average in third grade and two percentages points above in fourth grade at 46.95% and 4.8% percentages points below in fifth grade at 49.57%. The Students with Disabilities (SWD) are performing significantly below the school average with third grade at 33.19%, fourth grade at 34.12% and fifth grade at 34.72% on the Interim Assessment 1 for reading.

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

The data show that based on the Interim Assessment 2 in reading, African American Males (AAM) in third and fourth grade are performing less than a percentage point below the overall average of all third and fourth grade students. Third grade AAM are performing in reading at 40.71% with third grade overall performing at 41.54%, and with fourth grade AAM performing at 47.82% with fourth grade overall at 48.79%. Fifth grade AAM are performing at 45.45% which is 5.23% below the overall fifth grade average of 50.22%. The Students with Disabilities (SWD) are performing significantly below the school average with third grade at 29.69%, fourth grade at 34.39% and fifth grade at 41.78% on the Interim Assessment 2 for reading.

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

The data show that based on the NC End of Grade of Test the African American subgroup decreased from 35.8% to 31.4% with a difference of -4.4%. The Students With Disability(SWD) decreased in third grade reading from 17.4% to 6.7%. Fourth grade reading NC EOG reading proficiency scores increases from 35.6% to 40.0% and fifth grade reading proficiency increased from 33.3% to 37.6%.

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

Based on the Dibels assessment African American Males (AAM) are performing one percentage point above the overall average of all students, with AAM performing at 64% at Benchmark level in comparison to the school average of 63%. Kindergarten, first, second, and fourth were above the school average on the Dibels assessments by at least one to eight percentage points. Third grade was below the school average of 63% at benchmark by 2 percentage points and fifth grade by 5 percentage points. Students with Disabilities(SWD) achieved Benchmark performance across all grade levels at 39% which is below the school average of 63%. The difference between overall school performance and the subgroup of students with disabilities ranged from 11% in Kindergarten to 29% in 5th grade. Based on the TRC (Text Reading Comprehension) assessment Students with Disabilities (SWD) are performing 14% percentage point below the overall proficiency level in comparison to the school average of 29%. Kindergarten SWD students are performing at or above the proficiency level of the whole school. First grade SWD students proficiency level was 22% below the overall first grade average of 42% with first grade SWD students at 20% who performed at or above proficiency, third grade SWD students preformed at 5% or above all third grade who were at 22%. Fifth grade SWD students had a fifteen percentage point difference between all fifth grade students. AAM's overall proficiency level on the TRC was at 27% proficient or above in comparison to the school average of 29%. Second grade AAM were at 29% which is 5% points above the overall second grade proficiency average of 24%. Fifth grade AAM were at 17% which is 3% points below the overall fifth grade proficiency average of 20%. Third grade AAM were at 17% which is 6% points below the overall third grade proficiency average of 22%.

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 data shows that AAM are performing only slightly below the school average on the Interim Assessment 1 for reading. The Interim Assessment 1 for reading for SWD is well below the school average in third, fourth and fifth grade. Reading teacher has been trained in Leveled Literacy Intervention(LLI) and works with identified students. The resource teacher has been trained in the program Language! and is incorporating it into her instruction. The resource teachers for K-3 has been trained in Fundation and is double dosing identified students.3-5 teachers are working to complete the training on Close Reading and K-2 teachers, support staff and teacher assistants have completed the training in the Jan Richardson model Next Steps for Guided Reading. Second grade teachers will be trained on Close Reading second semester.

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

The data shows that AAM are still performing only slightly below the school average on the Interim Assessment 2 for third and fourth grade. The Interim Assessment 2 for reading for SWD is well below the school average in third, and fourth grade with a 5% point increase in reading for SWD students in fifth grade. Reading teacher has been trained in Leveled Literacy Intervention(LLI) and works with identified students. Additional LLI materials has been purchased. The resource teacher has been trained in the program Language! and is incorporating it into her instruction. The resource teacher for K-3 has been trained in Fundation and is double dosing identified students. Additional support has been added to identified fourth and fifth grades classes to support the teacher and students during Teacher Directed Reading (TDR). A parent information session is held monthly to support reading at home. Brightwood's AAM mentoring program has begun.

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

The strategies will remain the same with two additional action steps added. Teachers will intentional plan and ask appropriately leveled questions directly aligned to standards. Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards or apply standards in real world applications. The Individualized Reading program will be incorporated in all grade levels to increase reading proficiency.

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

The strategies will remain the same. Third grade will incorporate fluency instruction using the Wilson Literacy Kits. Second and third grade teachers are attending regional the Fundation workshops and attending the District Literacy Conference. The book study has been changed to the "Strategies that Work". Early Release professional development sessions are focused on the use of intentional questioning with higher question stems and Quickwrites in all subjects.

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.)

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Brightwood Elementary School**

School Number: **334**

Principal: Angela Graves

LEA Name/Number: Guilford County Schools (410)

Priority Area 3

3B) Decrease the disparity between African American Students and Students With Disability

Improvement Strategy #1

To implement research-based strategies during guided reading and Invention/Enrichment time

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Close reading will be used during the literacy block to assist students in delving deeper into instructional level text	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Higher Order Questioning Stems will be used during the Literacy Block to promote critical thinking by students	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Jan Richardson guided reading model will be used during the guided reading group for K-5 for explicitly teaching reading to students at their instructional level.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Provide small group instruction focused on fluency, vocabulary, decoding during intervention and enrichment time.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Double Dosing of Foundations for identified students during Invention/Enrichment time.	Activities for children experiencing difficulty				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers will attend Close Reading and Jan Richardson training and release time will be provided to observe master teachers. Substitutes will be provided and resource book will be purchased.		Reading	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Reading	Select budget category from drop down menu		\$0.00	\$0.00
11) Teacher leaders, administration, EC teachers, teachers, and CF will be trained in classroom walkthroughs using the Instructional Framework Focused Walk.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12) Staff will be trained in Total Instructional Alignment		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will be provided with resources for assisting students with developing Higher Order Thinking Skills such as but not limited to bookmarks, higher interest low level text, etc.	9) Provide materials and training to help parents work with their children to improve achievement.		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Implement an intensive assessment and monitoring process for identified Students With Disabilities (SWD) that assess students progress bi-weekly

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review SWD benchmark assessment and EOG data for 15 -16	Schoolwide Reform Strategies		Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Data meeting will be held to discuss results of the 2015 - 16 assessments	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) District's literacy model, pacing guides, and other curriculum support materials will be followed to maximize students' growth	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Planning time will be used to analyze data and identify strategies, and resources to improve achievement.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Common assessments will be aligned with essential standards and used to reteach and reassess mastery of standards.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Vertical alignment will be used to discuss commonalities/strategies to support all stakeholders.	Schoolwide Reform Strategies				\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers will attend professional development during PLC's and Early Release days on using question stems to promote higher order thinking skills and incorporating writing in the content areas		Reading & Math	Select budget category from drop down menu		\$0.00	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Training on the use of Dibels and TRC data to inform instruction for teachers					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide assistance in understanding such topics to include, academic state standards and schoolwide reading program.			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Create partnerships with area universities and middle colleges to provide reading buddies and mentorships for African American Males and Students with Disabilities.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will be taught pedagogy that aligns to Student With Disabilities (SWD) and African American Males (AAM) boys learning styles.	Instruction by Highly Qualified Teachers		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Identify universities and middle colleges to develop partnership	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Provide learning experiences for students.					\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Continue African American Male (AAM) professional development throughout the year.		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) Share articles and data with staff that will support literacy of African American Males (AAM).					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Present parent workshops that support literacy for identified students.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Brightwood Elementary School**
Principal: Angela Graves
LEA: Guilford County Schools (410)

School Number: **334**

PRC 050 Allocation	\$166,818.00
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Parent Involvement Set-Aside	
\$3,490.00	
Budgeted Parent Involvement	
\$3,490.00	
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	
\$4,899.84	
Budgeted Professional Development	
\$6,899.84	
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	334 Salary - Social Worker	\$0.00
	3-5320-050-181-	334 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	334 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	334 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	334 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	334 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	334 Salary - Teacher	\$87,450.00
PD	3-5330-050-125-	334 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	334 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	334 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	334 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	334 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	334 Salary - Substitute Pay (NOT Professional Development)	\$2,322.34
PD	3-5330-050-163-	334 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	334 Payroll - Supplementary Pay (5330)	\$11,527.50
	3-5330-050-184-	334 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	334 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	334 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	334 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	334 Payroll - Social Security/FICA (5330)	\$7,749.44
	3-5330-050-221-	334 Payroll - Retirement (5330)	\$15,509.77
	3-5330-050-231-	334 Payroll - Hospitalization Ins. (5330)	\$13,697.50
	3-5330-050-311-	334 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	334 Staff Dev/Workshop Expenses**	\$6,899.84
	3-5330-050-314-	334 Printing & Binding	\$0.00
	3-5330-050-326-	334 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	334 Field Trips	\$0.00
PD	3-5330-050-352-	334 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	334 Membership Dues & Fees	\$0.00
	3-5330-050-411-	334 Supplies & Materials	\$8,671.61
	3-5330-050-414-	334 Library Books	\$2,500.00
	3-5330-050-418-	334 Computer Software & Supplies	\$7,000.00
	3-5330-050-461-	334 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	334 Computer Equipment	\$0.00
	3-5330-050-541-	334 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	334 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	334 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	334 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	334 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	334 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	334 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	334 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	334 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	334 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	334 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	334 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	334 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	334 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	334 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	334 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	334 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	334 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	334 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	334 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	334 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	334 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	334 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	334 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	334 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	334 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	334 Parent - Postage	\$0.00
PI	3-5880-050-411-	334 Parent - Supplies & Materials	\$2,990.00
PI	3-5880-050-459-	334 Parent - Other Food Purchases	\$500.00
	3-6550-050-331-	334 Pupil Transportation - Contracted	\$0.00
			\$166,818.00 TOTAL BUDGET
			(\$0.00) DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$135,934.21 Position Total
			\$30,883.79 Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

3-5330-050-312-xxx-01
3-5330-050-312-xxx-02
3-5330-050-312-xxx-03
3-5330-050-312-xxx-04
3-5330-050-312-xxx-05

Registration Fees
Travel/Transportation (includes privately owned auto, rentals, airfare)
Subsistence (includes meals, lodging)
Consultants
Workshop Materials (includes refreshments)

*If PD or PI appears, that code counts toward the set-aside automatically.
*White cells will show balance if (Optional) TRACKING sheet is up to date.

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Brightwood Elementary School

School Number: 334

School Address:

2001 Brightwood School Rd., Greensboro, NC 27405

Principal:

Angela Graves

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Angela Graves	Annually	9/2/14; 9/3/15
Pre-Crisis Checklist	Angela Graves	Annually	9/12/14; 9/11/15
After Hours Emergency Contact List	Angela Graves	Annually	8/5/14; 8/15
Register Principal for Sex-Offender Registry Notifications	Angela Graves	Annually	8/14/2014, 8/15
Diabetic Training for Staff	Angela Graves	Annually	10/7/2015
Distribute/Explain Crisis Plan to Staff	Angela Graves	Annually	9/2/14, 9/1/2015
Distribute/Explain Code of Conduct	Angela Graves	Annually	8/25/2014, 9/1/15
Tornado Drill	Angela Graves	Annually	3/4/2015; 03/2016
Conduct Student Safety Perception Survey	Technology Teacher/Principal	Annually	4/17/2015; 04/2016
Train staff on Emergency Notification Network deployment	Angela Graves	Annually	9/2/15, 9/1/15
Lock-down Drills	Angela Graves	Bi-Annually	9/17/14, 2/25/15
Safety Inspection	Angela Graves	Bi-Annually	14-Aug
Alternate Route Fire Drill	Angela Graves	Bi-Annually	1/21/2015
Playground Inspection	Angela Graves	Bi-Annually	8/14/2014, 4/15, 8/20/15
Fire Drill / Sanitation Inspection	Principal/Custodian	Monthly	8/29/14, 9/30/14, 10/30/14, 11/12/14, 12/1/14, 1/20/15, 2/25/15, 3/30/15, 4/27/15 6/16/15, 8/28/15, 9/29/15, 10/25/15, 11/18/15
Fire Extinguishers Inspection	Lead Custodian	Monthly	7/2/14, 7/16/14, 9/2/14, 9/12/14, 10/3/14, 10/20/14, 11/3/14, 11/14/14, 12/1/14, 12/19/14, 1/5/15, 1/14/15, 2/3/15, 2/13/15, 3/13/15, 3/30/15, 4/10/15, 4/27/15, 5/1/15, 5/15/15, 6/1/15, 6/12/15, 8/28/15, 8/18/15, 9/2/15, 9/18/15, 10/5/15, 10/19/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Angela Graves	Monthly	10/7/14, 11/5/14, 12/5/14, 1/5/15, 2/3/15, 3/2/15, 4/10/15, 5/5/15, 6/5/15, 9/8/15, 10/5/15, 11/6/15
Automated External Defibrillator (AED) Inspection	Angela Graves/Garry Hingleton	Monthly	9/30/14, 10/30/14, 11/12/14, 12/1/14, 4/15, 5/20/15, 6/16/15, 8/27/15, 9/15/15, 10/15/15, 11/16/15
Discipline Incidents in PowerSchool	Angela Graves	Ongoing	8/27/15, 9/15/15, 10/15/15, 11/16/15

2014-16 SCHOOL SAFETY CHECKLIST

Volunteer Background Checks	Social Worker	Ongoing	
Monitor Visitor Check-In	Office Staff/Principal	Ongoing	
Monitor Arrival and Dismissal of Students	Angela Graves and other designees	Ongoing	
Monitor Sex Offender Registry	Angela Graves	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Teachers with the approval of the Principal	Ongoing	

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.

BRIGHTWOOD ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	87,450.00		21,000.00	66,450.00
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	2,322.25		0.00	2,322.25
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	1,875.00		0.00	1,875.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	11,527.50		3,045.00	8,482.50
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	7,892.88		1,802.42	6,090.46
PAYROLL - RETIREMENT 5330	3-5330-050-221	15,054.48		3,665.88	11,388.60
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	13,445.00		2,713.37	10,731.63
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	6,399.84	0.00	2,216.70	4,183.14
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	707.88	0.00	0.00	707.88
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	8,583.77	3,197.73	4,309.29	1,076.75
LIBRARY BOOKS	3-5330-050-414	1,500.00	1,500.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	574.32	574.32	0.00	(0.00)
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	5,995.08	5,995.08	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	0.00		0.00	0.00
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	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
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	2,990.00	0.00	0.00	2,990.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	500.00	500.00	0.00	0.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	166,818.00	11,767.13	38,752.66	116,298.21
					116,298.21
PAYROLL TOTALS	44	139,567.11	0.00	32,226.67	107,340.44
NON-PAYROLL TOTALS	20	27,250.89	11,767.13	6,525.99	8,957.77
TOTAL	64	166,818.00	11,767.13	38,752.66	116,298.21