



Low Performing School Addendum

School Location: **Cone Elementary**

- Goal 1: By June 2016, Cone Elementary School will increase reading proficiency by 22.7 percentage points from 21.2% to 43.9% as measured by reading end of grade assessment and will achieve “exceeds expected growth status” as measured by EVAAS.
- Goal 2: By June 2016, Cone Elementary School will increase math proficiency by 23 percentage points from 22.1% to 45.1% as measured by math end of grade assessment and will achieve “exceeds expected growth status” as measured by EVAAS.
- Goal 3: By June 2016, Cone Elementary School will decrease students with three or more office referrals by 50% from 18 to 9 as measured by SWIS discipline data.

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	Cone Elementary	School Number	349
School Address	2501 N. Church St., Greensboro, NC 27405		
Principal	Christopher Weikart		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	21-Aug-14		
Date of Last Review/Update	11/11/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision
Each Cone Elementary School student will acquire positive character and academic preparedness for college and career readiness.
Mission Statement
Cone Elementary will build foundations of literacy skills and critical thinking in students to lead them into a successful future.

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Christopher Weikart		
Curriculum Facilitator	Avery Steele	5/13/2014	2014-15 and 2015-16
Instructional Staff Representative	Elena Brown	5/12/2015	2015-16 and 2016-17
Instructional Support Staff Representative	Nancy Hogewood	5/13/2014	2014-15 and 2015-16
Teacher Assistant Representative	Kris Ward	5/12/2015	2015-16 and 2016-17
Parent Representative	Kevin Webb	8/21/2015	2014-15 and 2015-16
Instructional Staff Representative	Jennifer Lovelace	5/12/2015	2015-16 and 2016-17
Instructional Staff Representative	Tanesha Fewell	5/13/2014	2014-15 and 2015-16
Instructional Staff Representative	Constance Carter	5/13/2014	2014-15 and 2015-16
Parent Representative	Jasmine Woodard	8/21/2015	2015-16 and 2016-17
Assistant Principal	Rebecca Robinson	11/1/2016	2015-16 and 2016-17

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

Guilford County Schools Strategic Plan 2016 School Targets - End of Grade Scores

410349

Cone 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	19.8	27.8	35.8	43.9	51.9	59.9
AMERICAN INDIAN						
ASIAN	11.1	20.0	28.9	37.8	46.7	55.6
BLACK	18.6	26.7	34.9	43.0	51.2	59.3
HISPANIC	29.2	36.3	43.4	50.4	57.5	64.6
2 OR MORE RACES	25.0	32.5	40.0	47.5	55.0	62.5
WHITE	14.3	22.9	31.4	40.0	48.6	57.2
EDS	18.5	26.7	34.8	43.0	51.1	59.3
LEP	10.7	19.6	28.6	37.5	46.4	55.4
SWD	5.6	15.0	24.5	33.9	43.4	52.8
AIG	57.1	61.4	65.7	70.0	74.3	78.6
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	25.4	32.9	40.3	47.8	55.2	62.7
AMERICAN INDIAN						
ASIAN	44.4	50.0	55.5	61.1	66.6	72.2
BLACK	21.4	29.3	37.1	45.0	52.8	60.7
HISPANIC	33.3	40.0	46.6	53.3	60.0	66.7
2 OR MORE RACES	33.3	40.0	46.6	53.3	60.0	66.7
WHITE	42.9	48.6	54.3	60.0	65.7	71.5
EDS	24.3	31.9	39.4	47.0	54.6	62.2
LEP	25.0	32.5	40.0	47.5	55.0	62.5
SWD	5.6	15.0	24.5	33.9	43.4	52.8
AIG	78.6	80.7	82.9	85.0	87.2	89.3
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	21.5	29.4	37.2	45.1	52.9	60.8
AMERICAN INDIAN						
ASIAN	60.0	64.0	68.0	72.0	76.0	80.0
BLACK	13.6	22.2	30.9	39.5	48.2	56.8
HISPANIC	25.0	32.5	40.0	47.5	55.0	62.5
2 OR MORE RACES	33.3	40.0	46.6	53.3	60.0	66.7
WHITE						
EDS	20.3	28.3	36.2	44.2	52.2	60.2
LEP	25.0	32.5	40.0	47.5	55.0	62.5
SWD	9.1	18.2	27.3	36.4	45.5	54.6
AIG	57.1	61.4	65.7	70.0	74.3	78.6

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?

Upon analysis of data we have noticed the following strengths: 1) Reading proficiency increased to 25.2% from 21.2%. Additionally, Cone students had an average of 5.92 scale point growth year in reading as compared to the students' specifics scores from the prior year's testing. 2) Science proficiency increased to 17.2 from 14.7%. 3) According to discipline data, Cone has been successful in reducing the number of students receiving three or more office referrals from 18 to 11 during the 2014-2015 school year.

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

Upon analysis of data we have noticed the following areas for improvement. 1) Overall end of grade and sub-group performance in reading, math, and science end of grade assessments needs improvement. 2) DIBELS and End of Grade goal summary report also demonstrate specific concerns in the areas of language standards and written responses. 3) Discipline data also demonstrate increase numbers of office referrals from teachers with less than 5 years of experience. 4) Students, teachers, and parents, have expressed concerns in reports, surveys and focus groups in regards to the classroom and technology set up due to the building age. Examples of concerns include lack of interactive boards or all technology are not present in all rooms. 5) Additionally, Cone's reported participation in GCS independent encouragement reading program is in the bottom twenty percent in the district.

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

A uniform and consistent method of measuring of "cause data" such as appropriate implementation of higher level questioning and incorporation of students explaining mastery of the standards or application of the standards to realistic situations during the gradual release model and comparing to "effect" data such as mClass, CFA, interim, and EOG student performance measures. The newly designed GCS instructional framework document will be used for feedback for teachers and data tabulations for whole school strategy implementation monitoring.

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) Literacy
Priority Area 2:
2B) Office referrals
Priority Area 3:
3B) Math
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) Literacy
*SMART Goal <i>Specific, Measurable, Attainable, Results-Oriented, Timely</i>	By June 2016, Cone Elementary School will increase reading proficiency by 22.7 percentage points from 21.2% to 43.9% as measured by reading end of grade assessment.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Cone Elementary School will increase reading proficiency by 22.7 percentage points from 25.2% to 43.9% as measured by reading end of grade assessment.
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

Implement a tiered system of support for phonic, word study, and reading comprehension.

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) Implement an independent reading incentive program using STAR reading and Accelerated Reading testing. Title I dollars may be used to purchases of subscriptions to support this initiative or additional library books to ensure the school has an appropriate amounts of each level and varying topics that will appeal to all subgroups.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) District literacy coaches will be present 2 or 3 times weeks for three hours a day to support, monitor, and model Foundation and guided reading implementation.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will model and provide students opportunities for constructed responses aligned with TRC questions daily during guided reading.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Add two additional Ameri-Corp tutors to the current four paid for by Junior League of Greensboro through the partnership of BCDC to support literacy interventions.	Title I		\$2,600.00	\$0.00	\$0.00	\$0.00
5) Employ leveled Literacy teachers who will support and provide second level support in reading comprehension for students in grades 1-4. Title I funds will be set aside to cover potential sick leave for the employees.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
6) Exceptional children teachers will implement Read Well & Language as an reading intervention program focused on phonemic awareness and reading comprehension.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
7) Materials and online resources will be used to support guided reading, independent reading, literacy stations, daily fluency as well as LLI and Foundations program. Resources may include supplies for Foundations kits, LLI supporting materials and subscriptions, materials for fluency skill work, Flocculobry subscriptions, Reading A-Z subscriptions; Information text based guided reading books, independent reading books for the media center, and mClass subscriptions for 4th and 5th grade.	Title I		\$9,500.00	\$0.00	\$0.00	\$0.00
8) Examine and disaggregate foundational literacy skill performance data for all students twice a month through grade level and school wide PLC meetings.	Title I		\$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) New teachers in grades kindergarten through third grade will receive Foundations professional development offered by the district.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) All core faculty and tutors will be provided professional development and follow up coaching in close reading, guided reading, Foundations, and literacy intervention stations by the Curriculum Facilitator.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
12) Send a team of teacher to NCCAT to design/create turn-key research based literacy interventions.	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			
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) Implement Raising Reader Program for kindergarten students as part of the Junior League of Greensboro partnership. Implementation will include a parent meeting to explain the home-school connection. Parent meetings will include interpretative services and invitations in Spanish as well.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement a balanced literacy core instructional program which includes rigorous gradual released designed lessons which focuses teachers intentionally planning and asking appropriate leveled questions directly aligned to the standards and writing for students explain mastery of the standards

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will purposefully plan appropriately leveled questions directly aligned the standards for each component of the gradual release model in all subjects.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will provide opportunities and structures for every student to answer appropriate leveled questions directly aligned to the standards through writing and verbal responses throughout all subjects each school day.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Incorporate graphic organizers and anchor charts to support constructed response writing in all subjects.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Implement constructed writing responses in all subjects that requires students to explain mastery of standards or apply standards in real world context.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Online subscriptions and materials will be used to support common core implementation, background knowledge and vocabulary development, and assessment of student progress. Resources may include GCS tools boxes, supplies for voc & writing notebooks printed by the print shop, as well as Brain Pop Jr, flocabulary, Story works online subscription, text based magazine subscriptions and school net or classscape subscriptions.	Title I		\$7,627.66	\$0.00	\$0.00	\$0.00
6) Interactive technology such as e-beam or epson projectors as well non-interactive projectors and document cameras will be purchased to ensure integration of 21st century technology skills and to promote efficient, interactive instructional delivery.	Title I		#REF!	\$0.00	\$0.00	\$0.00
7) Provide field trip opportunities for students to build background knowledge and provide "real world" context to content standards.	Title I		#REF!	\$0.00	\$0.00	\$0.00
8) Implement practices from "Strategies that Work" second edition such as "Stop, Think, React"			\$11,971.99	\$0.00	\$0.00	\$0.00
9)			\$2,500.00	\$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) Host Unpacking standards camp in collaboration with district C & I coaches to design rigorous units of instruction and common formative assessments for first units prior to teacher workdays for core staff.	Title I GCS Priority		\$5,100.00	\$0.00	\$0.00	\$0.00
11) The principal, curriculum facilitator, and literacy coaches will provide professional development in supporting constructed responses and developing appropriate leveled questions directly aligned to the standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) A team of teachers will attend NC NCTM conference in the fall, Collaborative Conference in the spring of 2015 and other GCS or Mission Possible instructional best practice workshops.	Title I		\$1,760.68	\$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) Host four curriculum nights that also includes Title I annual parent meeting that provide parents & students preview of next quarter standards as well as review or student-parent collaborative games on previously taught instructional standards. Parent meetings will include interpretative services and invitations in Spanish as well. Transportation will be provided for parents from highly impacted areas of the school attendance zone.	Title I		\$2,500.00	\$0.00	\$0.00	\$0.00
14) Host one Lunch & Learn throughout the school year that includes strategies for parents to support literacy.	Title I		\$300.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Implement a tiered system of data analysis and intervention support for Common Core ELA standards.

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) Common Formative Assessments (CFA) will be developed and administered weekly with questions aligned to the Common Core Standards, GCS Standards Maps, and Webb's depth of knowledge level of questioning.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers with guidance from the curriculum facilitator will implement a professional learning community structure that includes data analysis, unpacking the standards, and lesson planning aligned to the Leadership & Learning model.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Offer Saturday Academy or twice a week afterschool program during the spring semester to provide reading intervention to identified students in grades 3 – 5 in preparation for end of grade testing.	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
4) New teachers will be provided orientations by GCS professional department to ensure a successful transition into the classroom.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Provide professional development on effectively using EVAAS for historical analysis and intervention group identification with the Executive Director of teacher effectiveness.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$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?						
Meeting agendas, sign in sheets, purchase requisitions, lesson plans, professional learning community meeting minutes, and data analysis of mClass, common formative assessments, district pre & post assessments, and walkthrough data focused on questioning/incorporation of writing will be used to determine fidelity of strategy implementation.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Weekly common formative assessment data, third grade Foundation unit assessments, and mClass progress monitoring of literacy indicators will serve as formative data sources towards the SMART goal. DIBELS composites and TRC proficiency rates of the scheduled assessment windows and GCS interim assessment results will serve as benchmark data sources towards the SMART goal. End of Grade reading proficiency will serve as the summative measure for the SMART goal.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

<p>What does the data/evidence show regarding the results of the implemented strategies?</p>
<p><i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i></p> <p>All strategies with the exception of lunch & learn, reading buddy programs, EVAAS value added professional development and student led conferences are or have been implemented. All stated equipment & subscriptions have been purchased. Purchase orders, staff agendas, walk through data, and PLC minutes are evidences. The effectiveness of the adjusted guided reading schedule using tutors will be examined at MOY in February. ELA interim results had increases of 1 to 8 percentage points as compared to interim assessment 1 results in 2012-2013.</p>
<p><i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i></p> <p>MOY DIBELS composites in subgroups of 30 or more students as well as Fluency indicators observed small percentage point increases (1 to 5 points depending on grade). MOY Daze literacy indicator showed decreases. Interim Assessment 2 decreases showed small decrease in overall average scores compared to interim assessment 1 (3rd grade-.2% increase; 4th grade .6% decrease; 5th grade 4.4% decrease). Each grade level had different small percentage increases and decreases when disaggregating by standard. Overall, informational text standards were all decreases. Additionally, the Comprehensive Needs Assessment conducted in January and February indicated a need to re-evaluate the coaching/follow up model and number of academic focus.</p>
<p><i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i></p> <p>Based on the increase of reading proficiency by 4 percentage points; fairly flat line TRC / DIBELS composites; and results from the Comprehensive Needs Assessments completed in February of 2015, school organization will return to self contained classrooms; the number of focuses will be reduced to questioning and writing in the content area; and consistent implementation of gradual release/close reading model for this school year.</p>
<p><i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i></p> <p>The DIBELS BOY data ranged from 38% to 56% at grade level and TRC BOY data ranged from 11% to 43% at or above grade level in grades K-5. The GCS pre-assessment average test scores for grade 4-5 respectively was 34.6%; and 41.6% and 3rd grade BOG had a 15% pass rate. Additionally, grades 1-5 have seen an average improvement of 37% improvement of students achieving an 80% or better on the GCS post assessments as compared to the pre-assessment results for reading units one and two. The 2015 BOG proficiency rate is twice the 2014 BOG proficiency rate. However, the DIBELS and TRC grade percentages at or above grade level are below last year's BOY with the fluency, DAZE, and written responses being the key areas preventing students from success. Our PLC data has shown improvement in the quality of written responses between unit 1 and 2 GCS post assessments; however, work still remains to for every student to be able to write a quality response citing text evidence. Areas for focus will need to remain constructed written responses; building fluency; and improving research based literacy stations.</p>
<p><i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i></p>
<p>(New SIP will be developed based on end of year results to begin the next two year planning cycle.)</p>
<p>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).</p>
<p>Based upon identified results, should/how should strategies be changed?</p>
<p><i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i></p> <p>Adjust reading buddy program to focus on only lunch. MOY data will be used for re-grouping and revision of guided reading program and schedule.</p>
<p><i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i></p> <p>Adjusted foci to unpacking standards with bi-weekly CFA data disaggregation at PLC meetings as well as adopting a gradual release model to be included in all planning sessions, walk throughs, and post conferences. Added vertical unpacking standards professional development mini-sessions.</p>
<p><i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i></p> <p>Realigned SIP strategies to a laser focus on level of questioning, incorporating writing for students to show understanding of standards, and consistent implementation of gradual release/close reading model.</p>
<p><i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i></p> <p>Implement practices from "Strategies that Work" second edition such as "Stop, Think, React"; integrate foundations fluency kits in conjunction with foundation curriculum; and send a team of teachers to NCCAT to design/create turn-key research based literacy interventions. TE21 assessments will take place December 2015 and additional strategies may be added.</p>
<p><i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i></p>
<p>(New SIP will be developed based on end of year results to begin the next two year planning cycle.)</p>

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name: **Cone Elementary** School Number: **349**
 Principal: Christopher Weikart
 LEA Name/Number: Guilford County Schools (410)

Priority Area 1

1B) Literacy

Improvement Strategy #1

Implement a tiered system of support for phonic, word study, and reading comprehension.

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 an independent reading incentive program using STAR reading and Accelerated Reading testing. Title I dollars may be used to purchase of subscriptions to support this	Schoolwide Reform Strategies				\$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) District literacy coaches will be present 2 or 3 times weeks for three hours a day to support, monitor, and model Fundations and guided reading implementation.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will model and provide students opportunities for constructed responses aligned with TRC questions daily during guided reading.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Add two additional Ameri-Corp tutors to the current four paid for by Junior League of Greensboro through the partnership of BCDC to support literacy interventions.	Schoolwide Reform Strategies	Reading	Contracted Services - Supplemental	3-6330-050-311	\$2,600.00				\$0.00				\$0.00	\$2,600.00
5) Employ leveled Literacy teachers who will support and provide second level support in reading comprehension for students in grades 1-4. Title I funds will be set aside to cover potential sick leave for the employees.	Instruction by Highly Qualified Teachers	Reading	Salary - Substitute Pay (Not Professional Development)	3-6330-050-162	\$1,500.00				\$0.00				\$0.00	\$1,500.00
6) Exceptional children teachers will implement Read Well & Language as an reading intervention program focused on phonic awareness and reading comprehension.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7) Materials and online resources will be used to support guided reading, independent reading, literacy stations, daily fluency as well as LLI and Fundations program. Resources may include supplies for Fundations kits, LLI supporting materials and subscriptions, materials for fluency skill work, Flocabulary subscriptions, Reading A-Z subscriptions, Information text based guided reading books, independent reading books for the media center, and mClass subscriptions for 4th and 5th grade.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-6330-050-411	\$9,500.00				\$0.00				\$0.00	\$9,500.00
8) Examine and disaggregate foundational literacy skill performance data for all students twice a month through grade level and school wide PLC meetings.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
9)									\$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) New teachers in grades kindergarten through third grade will receive Fundations professional development offered by the district.		Reading			\$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) All core faculty and tutors will be provided professional development and follow up coaching in close reading, guided reading, Fundations, and literacy intervention stations by the Curriculum Facilitator.		Reading				Reading			\$0.00				\$0.00	\$0.00
12) Send a team of teacher to NCCAT to design/create turn-key research based literacy interventions.									\$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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

13) Implement Raising Reader Program for kindergarten students as part of the Junior League of Greensboro partnership. Implementation will include a parent meeting to sustain the home-school connection. Parent	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.		Select budget category from drop down menu			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)	11) Coordinate and integrate parent involvement.				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$13,600.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Implement a balanced literacy core instructional program which includes rigorous gradual released designed lessons which focuses teachers intentionally planning and asking appropriate leveled questions directly aligned to the standards and writing for students explain mastery of the standards

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 purposefully plan appropriately leveled questions directly aligned to the standards for each component of the gradual release model in all subjects.	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) Teachers will provide opportunities and structures for every student to answer appropriate leveled questions directly aligned to the standards through writing and verbal responses throughout all subjects each school day.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Incorporate graphic organizers and anchor charts to support constructed response writing in all subjects.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
4) Implement constructed writing responses in all subjects that requires students to explain mastery of standards or apply standards in real	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Online subscriptions and materials will be used to support common core implementation, background knowledge and vocabulary development, and assessment of student progress. Resources may include GCS Inlets	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-5330-050-411	\$7,627.66				\$0.00				\$0.00	\$7,627.66
6) Interactive technology such as e-beam or epson projectors as well non-interactive projectors and document cameras will be purchased to ensure integration of 21st century technology skills and to promote efficient, interactive instructional delivery.	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$11,971.99				\$0.00				\$0.00	#REF!
7) Provide field trip opportunities for students to build background knowledge and provide "real world" context to content standards.	Activities for children experiencing difficulty	Reading & Math	Field Trips	3-5330-050-333	\$2,500.00				\$0.00				\$0.00	#REF!
8) Implement practices from "Strategies that Work" second edition such as "Stop, Think, React"									\$0.00				\$0.00	\$11,971.99
9)									\$0.00				\$0.00	\$2,500.00
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) Host Unpacking standards camp in collaboration with district C & I coaches to design rigorous units of instruction and common formative assessments for first units prior to teacher workdays for core staff.		Reading & Math	Staff Dev Participant (Stipend)	3-5330-050-196	\$4,800.00	Reading & Math	Staff Dev Instructor (Stipend)	3-5330-050-197	\$300.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$5,100.00
11) The principal, curriculum facilitator, and literacy coaches will provide professional development in supporting constructed responses and developing appropriate leveled questions directly aligned to the standards.					\$0.00				\$0.00				\$0.00	\$0.00
12) A team of teachers will attend NC NCTM conference in the fall. Collaborative Conference in the spring of 2015 and other GCS or Mission Possible instructional best practice workshops.		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$700.00	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$1,060.68				\$0.00	\$1,760.68
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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

<p>13) Host four curriculum nights that also includes Title I annual parent meeting that provide parents & students preview of next quarter standards as well as review of student-parent collaborative games on previously taught instructional standards. Parent meetings will include interpretative services and invitations in Spanish as well. Transportation will be provided for parents from highly impacted areas of the school attendance zone.</p>	<p>1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	Reading & Math	Parent - Other Food Purchases	3-6880-050-459	\$2,000.00	Reading & Math	Parent - Professional Development	3-6880-050-312	\$500.00	Select from drop down menu	Select budget category from drop down menu	\$0.00	\$2,500.00
<p>14) Host one Lunch & Learn throughout the school year that includes strategies for parents to support literacy.</p>	<p>2) Offer a flexible number of meetings. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	Reading & Math	Parent - Other Food Purchases	3-6880-050-459	\$300.00				\$0.00		\$0.00	\$300.00	
<p>15)</p>					\$0.00				\$0.00		\$0.00	\$0.00	
											Subtotal #2:	#REF!	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Implement a tiered system of data analysis and intervention support for Common Core ELA standards.

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) Common Formative Assessments (CFA) will be developed and administered weekly with questions aligned to the Common Core Standards, GCS Standards Maps, and Webb's depth of knowledge level of questioning.	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) Teachers with guidance from the curriculum facilitator will implement a professional learning	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
3) Offer Saturday Academy or twice a week afterschool program during the spring semester to provide reading intervention to identified students in grades 3 - 5 in preparation for end of grade testing.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) New teachers will be provided orientations by GCS professional department to ensure a successful transition into the classroom.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Salary - New Teacher Orientation	3-5330-050-125	\$500.00				\$0.00				\$0.00	\$500.00
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) Provide professional development on effectively using EVAAS for historical analysis and intervention group identification with the Executive Director of teacher effectiveness.			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)					\$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)			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 #3:	\$500.00

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) Office referrals
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Cone Elementary School will decrease students with three or more office referrals by 50% from 18 to 9 as measured by SWIS discipline data.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Cone Elementary School will decrease students with three or more office referrals by 50% from 11 to 9 as measured by SWIS discipline data.
GCS 2016 Strategic Plan Alignment	Area II: Character, Service and Safety

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

IMPROVEMENT STRATEGY #1

Cone Elementary School will proceed to the third year of PBIS implementation.

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) Continue implementation of check in /check out system for identified students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Implement functional behavior assessments and behavior plans for students who have two or more referrals	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Continue monthly & quarterly celebrations for students with no referrals	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Expand community partnerships to support PBIS cart.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Continue the implementation of the Cone PBIS Student school wide kick-off during the first weeks of school.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Implement student academic instruction groups with assistance of regional student services administrator.	Title I GCS Priority		\$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) Selected faculty members will participate in CHAMPS, FBA and PBIS booster professional development. Title I dollars will be set aside for workshop expenses and substitute payments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)	Title I		\$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 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) Expand solicitation and participation of parent volunteers during PBIS initiatives.	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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Cone Elementary School will expand enrichment opportunities that build positive relationships with students, parents, adults and community members.

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) Implement a tiered supports for classroom culture and engagement for faculty staff that includes classroom management modules, CCU interviews, Basic 5 observation and additional support for identified teachers. This initiative will be supported by the Northern SSA.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Recruit and expand lunch buddy program to include all homerooms.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Implement Career & college day; Dr. Suess Day; enrichment assemblies as part of the Junior League of Greensboro partnership.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Host Pre-K to kindergarten activities throughout the spring to attendance zone Head Start, NC Pre-K, and daycares.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Participate in 5th to 6th grade transition activities including presentation of middle school experiences from former Cone students and field trip to Aycock Middle.	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 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) GCS Classroom Modules will be completed by the staff by Nov 1, 2015. The session will be lead by Cone teacher leaders who have been trained and supported by the school administration and Northern Region SSA.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) The social worker will support teachers in working with parents.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) New teacher induction coach will provide support to all beginning teachers in the area of effective engagement and relationships building strategies.	GCS Priority		\$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) Offer All Pro Dad six times throughout the school year as well as offer additional parent empowerment conferences in conjunction with our school's Title I Parent Ambassador.	Title I		\$3,000.00	\$0.00	\$0.00	\$0.00
14) Offer coffee with counselor four times throughout the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Host one Lunch & Learn throughout the school year that includes strategies for parents to support positive-school relations and learning styles of male students. Parent meetings will include interpretative services and invitations in Spanish as well.	Title I		\$300.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

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)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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)	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
12)	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).						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Meeting agendas, sign in sheets, purchase requisitions, lesson plans, professional learning community meeting minutes, behavior contracts, and data analysis of SWISS discipline data management system will be used to determine fidelity of strategy implementation.

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

PBIS reward incentives such as the number of PAWS distributed, students eligible for reward assemblies, and SWISS discipline data of number students receiving three or more office referral will be used to measure progress towards the SMART goal formatively and as a benchmark measurements. The summative data to determine the achievement of the goal will be SWISS report on the number of students receiving three or more office referrals.

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?)

As of December 5, 2014, Cone Elementary had 8 students with 3 or more office referrals to date. All PBIS strategies including check-in / check-out are being implemented. The first book study is ongoing and the schedule has been expanded. Lunch & Learn session will be scheduled for the spring. The Distinguished Gentlemen and lunch buddy program expansion have not occurred.

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

As of March 1, 2015, Cone Elementary school had 10 students with 3 or more office referrals. The first lunch & learn has been scheduled for April. The PBIS SET assessment has received a 96% rating.

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

The school met the 2014-2015 Target Goal of reducing number of students receiving 3 or more office referrals from 18 to 13. The number of students receiving 3 or more office referrals was reduced to 11. The school PBIS team receiving a 95% on the PBIS SET review of Tier 1 and 2 interventions.

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

As of Nov. 10th, the school has had 4 students with 3 or more office referrals. Additionally, SWISS data shows a 50% decrease in the number of referrals in October, 2015 as compared to October, 2014. The data demonstrates early success of the teacher leader led classroom management modules in August and October; regional staff led classroom rule and motivational system professional development sessions and continuation of check-in / check-out of students who were enrolled last year. However, additional social academic instruction for all students; expansions of the Check In / Check Out program and continuation of support / coaching in the area of classroom management is still needed.

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?)

Revised book study strategy to include one book study this school year. The check in / check out program will also be expanded.

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

PBIS booster professional development has been scheduled. Cone will also send at least two educators to be trained as effective classroom management trainers.

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

Continue to expand Check-In / Check-Out program; add professional development for staff in classroom management and tier 2 support for teachers with higher numbers of office referrals.

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

Expand check in / check out program; investigate and implement a social academic instruction curriculum at least twice a week for at least 15 minutes in all classrooms; provide additional support to identified staff members in the area of classroom management and offer additional parent empowerment conferences in conjunction with our school's Title I Parent Ambassador program.

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: **Cone Elementary**
 Principal: Christopher Weikart
 LEA Name/Number: Guilford County Schools (410)

School Number: **349**

Priority Area 2

2B) Office referrals

Improvement Strategy #1

Cone Elementary School will proceed to the third year of PBIS implementation.

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) Continue implementation of check in /check out system for identified students.	Activities for children experiencing difficulty		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) Implement functional behavior assessments and behavior plans for students who have two or more referrals	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Continue monthly & quarterly celebrations for students with no referrals	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Expand community partnerships to support PBIS cart.	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
5) Continue the implementation of the Cone PBIS Student school wide kick-off during the first weeks of school.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
6) Implement student academic instruction groups with assistance of regional student services administrator.	Activities for children experiencing difficulty				\$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) Selected faculty members will participate in CHAMPS, FBA and PBIS booster professional development. Title I dollars will be set aside for workshop expenses and substitute payments.		Reading & Math	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
11)					\$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) Expand solicitation and participation of parent volunteers during PBIS initiatives.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 5) Provide regular opportunities for parents to meet with school staff.	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		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 2B

Improvement Strategy #2

Cone Elementary School will expand enrichment opportunities that build positive relationships with students, parents, adults and community members.

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 a tiered supports for classroom culture and engagement for faculty staff that	Schoolwide Reform Strategies	Select from drop down menu	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) Recruit and expand lunch buddy program to include all honorooms.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Implement Career & college day, Dr. Sues Day, enrichment assemblies as part of the	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Host Pre-K to Kindergarten activities throughout the spring to attendance zone Head Start, NC Pre-K, and daycares.	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
5) Participate in 5th to 6th grade transition activities including presentation of middle school experiences from former Cone students	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$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) GCS Classroom Modules will be completed by the staff by Nov 1, 2015. The session will be lead by Cone teacher leaders who have been trained and supported by the school administration and Northern Region SSA.		Select from drop down menu	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
11) The social worker will support teachers in working with parents.					\$0.00				\$0.00				\$0.00	\$0.00
12) New teacher induction coach will provide support to all beginning teachers in the area of effective engagement and relationships building strategies.					\$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) Offer All Pro Dad six times throughout the school year as well as offer additional parent empowerment conferences in conjunction with	2) Offer a flexible number of meetings. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$3,000.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$3,000.00
14) Offer coffee with counselor four times throughout the school year.	2) Offer a flexible number of meetings. 9) Provide materials and training to help parents work with their children to improve achievement. 5) Provide regular opportunities for parents to meet with school staff. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15) Host one Lunch & Learn throughout the school year that includes strategies for parents to support positive-school relations and learning styles of male students. Parent meetings will include interpretative services and invitations in Spanish as well.	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. 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. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$300.00				\$0.00				\$0.00	\$300.00
Subtotal #2:													\$3,300.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

		#1				#2				#3				
Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1)		Select from drop down menu	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)					\$0.00				\$0.00				\$0.00	\$0.00
3)					\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
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)		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)					\$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
12)		Reading & Math	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) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound. Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Cone Elementary School will increase math proficiency by 23 percentage points from 22.1% to 45.1% as measured by math end of grade assessment.
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

Implement a balanced math core instructional program which includes rigorous lessons based on unpacked standards, rich vocabulary, front loading background knowledge, scaffolding information, and writing in which address 80% students' academic needs.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will purposefully plan appropriately leveled questions directly aligned the standards for each component of the gradual release model in all subjects.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will provide opportunities and structures for every student to answer appropriate leveled questions directly aligned to the standards through writing and verbal responses throughout all subjects each school day.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Interactive technology such as e-beam or Epson projectors as well non-interactive projectors and document cameras will be purchased to ensure integration of 21st century technology skills and to promote efficient, interactive instructional delivery.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Incorporate graphic organizers and anchor charts to support constructed response writing in all subjects.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Implement constructed writing responses in all subjects that requires students to explain mastery of standards or apply standards in real world context.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Online subscriptions and materials will be used to support common core implementation, background knowledge and vocabulary development, and assessment of student progress. Resources may include GCS tools boxes, supplies for voc & writing notebooks printed by the print shop, as well as Brain Pop Jr, flocabulary, National Geographic subscription, and school net or classscape subscriptions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Provide field trip opportunities for students to build background knowledge and provide "real world" context to content standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) All classrooms in grades 1-5 will implement SumDog to build math fluency among students as a math station and during weekly computer specials. The school will investigate the purchasing of the premium subscriptions for more personalized learning opportunities.	Title I		\$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) Host Unpacking standards camp in collaboration with district C & I coaches to design rigorous units of instruction and common formative assessments for first units prior to teacher workdays for core staff.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) The principal, curriculum facilitator, and math coaches will provide professional development in supporting constructed responses and developing appropriate leveled questions directly aligned to the standards.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
12) A team of teachers will attend NC NCTM conference in the fall, Collaborative Conference in the spring of 2015 and other GCS or Mission Possible instructional best practice workshops.	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			
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) Host four curriculum nights that also includes Title I annual parent meeting that provide parents & students preview of next quarter standards as well as review or student-parent collaborative games on previously taught instructional standards. Parent meetings will include interpretative services and invitations in Spanish as well.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement a tiered system of data analysis and intervention support for Common Core math standards

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) Common Formative Assessments (CFA) will be developed and administered weekly with questions aligned to the Common Core Standards, GCS Standards Maps, and Webb's depth of knowledge level of questioning.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers with guidance from the curriculum facilitator will implement a professional learning community structure that includes data analysis, unpacking the standards, and lesson planning aligned to the Leadership & Learning model.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Offer Saturday Academy or twice a week afterschool program during the spring semester to provide reading intervention to identified students in grades 3 – 5 in preparation for end of grade testing.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)	Title I		\$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) Provide professional development on effectively using EVAAS for historical analysis and intervention group identification with the Executive Director of teacher effectiveness.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)	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

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

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)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$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

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?

Meeting agendas, sign in sheets, purchase requisitions, lesson plans, professional learning community meeting minutes, and data common formative assessments, district pre & post assessments, and walkthrough data focused on questioning/incorporation of writing will be used to determine fidelity of strategy implementation.

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

Weekly common formative assessment data will serve as formative data sources towards the SMART goal. GCS interim assessment results will serve as benchmark data sources towards the SMART goal. End of Grade math proficiency will serve as the summative measure for the SMART goal.

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?)

All strategies with the exception of lunch & learn, EVAAS value added professional development and student led conferences are or have been implemented. All stated equipment & subscriptions have been purchased. Purchase orders, staff agendas, walk through data, and PLC minutes are evidences. Math interim results had increases of 1 to 3 percentage points as compared to interim assessment 1 results in 2012-2013.

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

Interim assessment 2 data indicates positive growth in third and fifth grade levels as compared to interim assessment 1 with 3.67 percentage points in 3rd grade math; 9.77 percentage points in 5th grade math. Fourth grade math data indicated a slight decrease of .3 percentage points. More specifically, the most recently taught standards of Numbers & Operation-Fractions and Numbers & Operations-Base Ten had between 4.20 percentage point and 17.09 percentage point increases in grades 3-5. Multi-step operations & algebraic thinking word problems and measurement data standards are areas for additional growth.

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

Based on the decreases of math proficiency by 2.3 percentage points; and results from the Comprehensive Needs Assessments completed in February of 2015, school organization will return to self contained classrooms; the number of focuses will be reduced to questioning and writing in the content area; and consistent implementation of gradual release model from the 2014-2015 school year.

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

The GCS pre-assessment average test scores for grade 3-5 respectively was 24.8%, 26.2%, and 22.1%. Additionally, grades 1-5 have seen an average improvement of 40% improvement of students achieving an 80% or better on the GCS post assessments as compared to the pre-assessment results for math units one and two. However, the average of percentage of students achieving 80% or better on the GCS post assessments for grades has been between 56% and 73% for unit one and two for grades 1-5. Even though we have seen improvements between pre and post and the percentage of students passing post assessment with scores of 80% as compared to last year's first two units, areas of growth continue to be in the areas of a well-structured math teacher directed lessons that follow a four-step gradual release model; incorporating and supporting constructed written responses and building students' math fluency.

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?)

Math teachers will use interim assessment data on taught curriculum to build whole and small group instruction group. Additionally, AmeriCorps volunteer schedules will be examined for potential math intervention instructional groupings.

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

Adjusted foci to unpacking standards with bi-weekly CFA data disaggregation at PLC meetings as well as adopting a gradual release modeled to be included in all planning sessions, walk throughs, and post conferences. Added vertical unpacking standards professional development mini-sessions.

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

Realigned SIP strategies to a laser focus on level of questioning, incorporating writing for students to show understanding of standards, and consistent implementation of gradual release model.

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

Refine professional development and coaching model for implementing math lessons aligned to the four step gradual release model and purposeful inclusion of written constructed responses which will include peer and self video assessments. Additionally, all classrooms in grades 1-5 will implement SumDog to build math fluency among students as a math station and during weekly computer specials. The school will investigate the purchasing of the premium subscriptions for more personalized learning opportunities. The school will also collaborate with McNair Elementary School in "Job Alike" groupings. TE21 assessments will take place December 2015 and additional strategies may be added.

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: **Cone Elementary**
 Principal: Christopher Weikart
 LEA Name/Number: Guilford County Schools (410)

School Number: **349**

Priority Area 3

3B) Math

Improvement Strategy #1

Implement a balanced math core instructional program which includes rigorous lessons based on unpacked standards, rich vocabulary, front loading background knowledge, scaffolding information, and writing in which address 80% students' academic needs.

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 purposefully plan appropriately leveled questions directly aligned to the standards for each component of the gradual release model in all subjects.	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) Teachers will provide opportunities and structures for every student to answer appropriate leveled questions directly aligned to the standards through writing and verbal responses throughout all subjects each school day.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
3) Interactive technology such as e-beam or screen projectors as well non-interactive projectors and document cameras will be purchased to ensure integration of 21st century.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Incorporate graphic organizers and anchor charts to support constructed response writing in all subjects.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
5) Implement constructed writing responses in all subjects that requires students to explain mastery of standards or apply standards in real world context.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Online subscriptions and materials will be used to support common core implementation, background knowledge and vocabulary development, and assessment of student progress. Resources may include GCS tools.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7) Provide field trip opportunities for students to build background knowledge and provide "real world" context to content standards.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
8) All classrooms in grades 1-5 will implement SumDog to build math fluency among students as a math station and during weekly computer specials. The school will investigate the purchasing of the premium subscriptions for					\$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) Host Unpacking standards camp in collaboration with district C & I coaches to design rigorous units of instruction and common formative assessments for first units prior to teacher workdays for core staff.			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
11) The principal, curriculum facilitator, and math coaches will provide professional development in supporting constructed responses and developing appropriate leveled questions directly aligned to the standards.					\$0.00				\$0.00				\$0.00	\$0.00
12) A team of teachers will attend NC NCTM conference in the fall, Collaborative Conference in the spring of 2015 and other GCS or Mission Possible instructional best practice workshops.					\$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) Host four curriculum nights that also includes Title I annual parent meeting that provide parents & students preview of next	1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I		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)			Select budget category from drop down menu		\$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 a tiered system of data analysis and intervention support for Common Core math standards

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) Common Formative Assessments (CFA) will be developed and administered weekly with questions aligned to the Common Core Standards, GCS Standards Maps, and Webb's depth of knowledge level of questioning.	Instruction by Highly Qualified Teachers	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	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers with guidance from the curriculum facilitator will implement a professional learning community structure that includes data analysis, unpacking the standards, and lesson planning aligned to the Leadership & Learning model.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
3) Offer Saturday Academy or twice a week afterschool program during the spring semester to provide reading intervention to identified students in grades 3 – 5 in	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) Provide professional development on effectively using EVAAS for historical analysis and intervention group identification with the Executive Director of teacher effectiveness.		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	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)		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)		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	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 BUDGET SHEET B

School Name: **Cone Elementary**
 Principal: Christopher Weikart
 LEA: Guilford County Schools (410)

School Number: **349**

PRC 050 Allocation	\$200,864.77
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Parent Involvement Set-Aside
\$3,612.77
Budgeted Parent Involvement
\$6,100.00
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$5,917.56
Budgeted Professional Development
\$7,190.75
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	349 Salary - Social Worker	\$21,279.50
	3-5320-050-181-	349 Payroll - Supplementary Pay (5320)	\$2,538.70
	3-5320-050-184-	349 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	349 Payroll - Social Security/FICA (5320)	\$1,822.09
	3-5320-050-221-	349 Payroll - Retirement (5320)	\$3,732.31
	3-5320-050-231-	349 Payroll - Hospitalization Ins. (5320)	\$2,739.50
	3-5330-050-121-	349 Salary - Teacher	\$52,470.00
PD	3-5330-050-125-	349 Salary - New Teacher Orientation	\$405.45
	3-5330-050-135-	349 Salary - Lead Teacher/Curriculum Facilitator	\$19,345.00
	3-5330-050-142-	349 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	349 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	349 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	349 Salary - Substitute Pay (NOT Professional Development)	\$1,393.40
PD	3-5330-050-163-	349 Salary - Substitute Pay (Professional Development)	\$985.30
	3-5330-050-181-	349 Payroll - Supplementary Pay (5330)	\$9,222.00
	3-5330-050-184-	349 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	349 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	349 Staff Dev Participant (Stipend)	\$4,800.00
PD	3-5330-050-197-	349 Staff Dev Instructor (Stipend)	\$300.00
	3-5330-050-211-	349 Payroll - Social Security/FICA (5330)	\$6,802.47
	3-5330-050-221-	349 Payroll - Retirement (5330)	\$13,561.20
	3-5330-050-231-	349 Payroll - Hospitalization Ins. (5330)	\$10,958.00
	3-5330-050-311-	349 Contracted Services - Supplemental	\$2,600.00
PD	3-5330-050-312-	349 Staff Dev/Workshop Expenses**	\$700.00
	3-5330-050-314-	349 Printing & Binding	\$0.00
	3-5330-050-326-	349 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	349 Field Trips	\$2,500.00
PD	3-5330-050-352-	349 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	349 Membership Dues & Fees	\$0.00
	3-5330-050-411-	349 Supplies & Materials	\$17,127.66
	3-5330-050-414-	349 Library Books	\$0.00
	3-5330-050-418-	349 Computer Software & Supplies	\$11,971.99
	3-5330-050-461-	349 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	349 Computer Equipment	\$0.00
	3-5330-050-541-	349 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	349 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	349 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	349 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	349 Salary - Tutor (After Hours)	\$6,090.00
	3-5350-050-211-	349 Payroll - Social Security/FICA (5350)	\$465.89
	3-5350-050-221-	349 Payroll - Retirement (5350)	\$954.30
	3-5830-050-131-	349 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	349 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	349 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	349 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	349 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	349 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	349 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	349 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	349 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	349 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	349 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	349 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	349 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	349 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	349 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	349 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	349 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	349 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	349 Parent - Professional Development	\$500.00
PI	3-5880-050-342-	349 Parent - Postage	\$0.00
PI	3-5880-050-411-	349 Parent - Supplies & Materials	\$0.00
PI	3-5880-050-459-	349 Parent - Other Food Purchases	\$5,600.00
	3-6550-050-331-	349 Pupil Transportation - Contracted	\$0.00

\$200,864.77	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)=overbudget	
black=underbudget/balanced	
\$145,890.96	Position Total
\$54,973.81	Non-Position Total

\$88,086.47

**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:

Cone Elementary

School Number: **349**

School Address:

2501 N. Church St., Greensboro, NC 27405

Principal:

Christopher Weikart

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Christopher Weikart	Annually	9/1/2014; 9/1/15
Pre-Crisis Checklist	Christopher Weikart	Annually	9/1/2014; 10/1/2015
After Hours Emergency Contact List	Mrs. McCormick	Annually	9/1/2014; 9/1/15
Register Principal for Sex-Offender Registry Notifications	Christopher Weikart	Annually	7/5/2015; 9/17/15
Diabetic Training for Staff	Bernette Jones	Annually	10/14/2014; 10/13/15
Distribute/Explain Crisis Plan to Staff	Christopher Weikart	Annually	8/26/2014; 8/19/15
Distribute/Explain Code of Conduct	Christopher Weikart	Annually	8/21/2014; 9/25/15
Tornado Drill	Christopher Weikart	Annually	3/3/2015
Conduct Student Safety Perception Survey	Aja Thomas	Annually	April
Train staff on Emergency Notification Network deployment	Christopher Weikart	Annually	8/26/2014; 8/19/15
Lock-down Drills	Christopher Weikart	Bi-Annually	10/25; 12/10/2014; 9/22/15
Safety Inspection	Anita Perez	Bi-Annually	10/13/2014; 3/17; 9/18/15
Alternate Route Fire Drill	Christopher Weikart	Bi-Annually	12/17/2014; 4/29/2015; 9/30/15
Playground Inspection	Anita Perez	Bi-Annually	9/5/2014; 3/17; 7/30; 8/26; 9/30; 10/15
Fire Drill / Sanitation Inspection	Christopher Weikart/Anita Perez	Monthly	8/28; 9/30; 10/29; 11/24; 12/17; 1/28; 2/24; 3/17; 4/29; 5/22; 6/29; 7/30; 8/26; 9/30; 10/15; 11/23
Fire Extinguishers Inspection	Anita Perez	Monthly	8/28; 9/30; 10/29; 11/24; 12/17; 1/28; 2/24; 3/17; 4/29; 5/22; 6/29; 7/30; 8/26
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Christopher Weikart	Monthly	8/28; 9/30; 10/29; 11/24; 12/17; 1/28; 2/24; 3/17; 4/29; 5/22; 6/29; 7/30; 8/26; 9/30; 10/15; 11/23
Automated External Defibrillator (AED) Inspection	Mrs. McCormick	Monthly	8/28; 9/30; 10/29; 11/24; 12/17; 1/28; 2/24; 3/17; 4/29; 5/22; 6/29; 7/30; 8/26; 9/30; 10/15; 11/23
Discipline Incidents in PowerSchool	Christopher Weikart	Ongoing	
Volunteer Background Checks	Christopher Weikart/Bernette Jones	Ongoing	
Monitor Visitor Check-In	Mrs. McCormick/Mrs. Teasley	Ongoing	
Monitor Arrival and Dismissal of Students	Mrs. McCormick/Mrs. Teasley	Ongoing	
Monitor Sex Offender Registry	Christopher Weikart	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Christopher Weikart	Ongoing	

RESOURCE MATERIALS

GCS School Improvement Planning Guide (http://portal.gcsnc.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://gcsdataconsole.gcsnc.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.gcsnc.com/pages/gcsnc/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.

