



Low Performing School Addendum

School Location: **Ferndale Middle**

Insert goals from your School Improvement Plan and modify if needed to address proficiency and/or growth. Your School Improvement Plan and the Low Performing School Addendum will be submitted to the School Board and NCDPI for approval.

Strategies for the three Low Performing School goals can be found in the School Improvement Plan.

- Goal 1: By June 2016, Ferndale Middle School will increase the percentage of students proficient in reading by 10% as measured by the End-of-Grade (EOG) tests and will exceed established measures for annual growth.
- Goal 2: By June 2016, Ferndale Middle School will increase the percentage of students proficient in math by 10% as measured by the End-of-Grade (EOG) tests and will exceed established measures for annual growth.
- Goal 3: By June 2016, Ferndale Middle School will increase the number of instructional days by reducing out of school suspensions by 10% as measured by the school discipline report.

Regional Support:

School and student learning data are tracked to assess school progress and direct the allocation of region support to areas with lagging performance identified in the data. Regional Support Data team coaches for math, literacy, science and the formative assessment coach conduct walkthroughs and in-class observations for data collection; attend professional learning communities (PLCs); provide coaching on instructional practice, deconstructing standards, and increasing rigor; and implement teacher training and support sessions personalized to teacher and team needs. Accountability measures including performance evaluation and appraisals are implemented to promote and support capacity building and competencies needed to improve school proficiency and exceed established measures for annual growth.

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	Ferndale Middle School	School Number	367
School Address	701 Ferndale Boulevard		
Principal	Quincy Williams		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	26-Aug-14		
Date of Last Review/Update	8-Dec-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
Ferndale Middle School is becoming an exceptional learning establishment where students are provided a safe, supportive, and challenging environment that will enable them to become lifelong learners.
Mission Statement
We, the staff of Ferndale Middle School, are committed to providing a safe, professional learning environment for students. As a result, our students will become responsible, productive citizens in a diverse world.

District and State Goal Alignment

Guilford County Schools Strategic Plan 2016, Area I: **Personalized Learning**
Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.

Guilford County Schools Strategic Plan 2016, Area II: **Character, Service and Safety**
Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.

Guilford County Schools Strategic Plan 2016, Area III: **Parent, Family and Community**
Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.

Guilford County Schools Strategic Plan 2016, Area IV: **Educator and Organizational Excellence**
Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.
Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Quincy Williams		
Assistant Principal Representative	Marcy N. Roan		2014-15
Instructional Support Staff Representative	Lakesha McPhail-Tann	8/1/2013	2014-15
Instructional Support Staff Representative	Kristin Myles	8/8/2014	2014-15
Teacher Assistant Representative	Angela Lane	8/1/2013	2014-15
Instructional Staff Representative	Deborah Greene	8/1/2013	2014-15
Instructional Staff Representative	Krista Hannah	8/7/2014	
Instructional Staff Representative	Teresa Anderson	8/8/2014	2014-15
Instructional Staff Representative	Crissi Rainer		2014-15
Instructional Staff Representative	Michelle Smith	8/1/2013	2014-15
Instructional Staff Representative	Cammie Cummings	8/1/2013	2014-15
Instructional Support Staff Representative	Frank Beck	8/1/2013	2014-15
Instructional Support Staff Representative	Marina Bonomo	8/1/2013	2014-15
Instructional Support Staff Representative	Sandra Johnson	8/1/2013	2014-15
Parent Representative	Mary Powell-DeLille	8/8/2015	2014-15
Parent Representative	Anne Dallas	8/8/2015	2014-15
	Linda Lugo	8/8/2015	2014-15

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

410367

Ferndale Middle

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

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	40.6	46.5	52.5	58.4	64.4	70.3
AMERICAN INDIAN						
ASIAN	46.2	51.6	57.0	62.3	67.7	73.1
BLACK	29.3	36.4	43.4	50.5	57.6	64.7
HISPANIC	32.7	39.4	46.2	52.9	59.6	66.4
2 OR MORE RACES	47.2	52.5	57.8	63.0	68.3	73.6
WHITE	59.6	63.6	67.7	71.7	75.8	79.8
EDS	32.8	39.5	46.2	53.0	59.7	66.4
LEP	13.0	21.7	30.4	39.1	47.8	56.5
SWD	11.4	20.3	29.1	38.0	46.8	55.7
AIG	88.2	89.4	90.6	91.7	92.9	94.1
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	32.3	39.1	45.8	52.6	59.4	66.2
AMERICAN INDIAN						
ASIAN	39.6	45.6	51.7	57.7	63.8	69.8
BLACK	17.6	25.8	34.1	42.3	50.6	58.8
HISPANIC	32.7	39.4	46.2	52.9	59.6	66.4
2 OR MORE RACES	36.1	42.5	48.9	55.3	61.7	68.1
WHITE	50.8	55.7	60.6	65.6	70.5	75.4
EDS	24.6	32.1	39.7	47.2	54.8	62.3
LEP	19.0	27.1	35.2	43.3	51.4	59.5
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	86.5	87.9	89.2	90.6	91.9	93.3
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	41.0	46.9	52.8	58.7	64.6	70.5
AMERICAN INDIAN						
ASIAN	48.7	53.8	59.0	64.1	69.2	74.4
BLACK	26.0	33.4	40.8	48.2	55.6	63.0
HISPANIC	41.2	47.1	53.0	58.8	64.7	70.6
2 OR MORE RACES	40.0	46.0	52.0	58.0	64.0	70.0
WHITE	63.3	67.0	70.6	74.3	78.0	81.7
EDS	31.6	38.4	45.3	52.1	59.0	65.8
LEP	13.5	22.2	30.8	39.5	48.1	56.8
SWD	13.3	22.0	30.6	39.3	48.0	56.7
AIG	93.5	94.2	94.8	95.5	96.1	96.8

Guilford County Schools Strategic Plan 2016

School Targets - End of Course Scores

410367

Ferndale Middle

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

TARGET CALCULATOR

ENGLISH 2	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						
MATH 1	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	75.9	78.3	80.7	83.1	85.5	88.0
AMERICAN INDIAN						
ASIAN	80.0	82.0	84.0	86.0	88.0	90.0
BLACK	63.6	67.2	70.9	74.5	78.2	81.8
HISPANIC	62.5	66.3	70.0	73.8	77.5	81.3
2 OR MORE RACES						
WHITE	84.6	86.1	87.7	89.2	90.8	92.3
EDS	62.1	65.9	69.7	73.5	77.3	81.1
LEP						
SWD						
AIG	90.9	91.8	92.7	93.6	94.5	95.5
BIOLOGY	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						

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

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

Ferndale Middle School experienced success with African American students, showing 0.6% gain from 2014 in reading and 8.6% gain in science.

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

Opportunities for growth exist in the content areas of math and reading. This year's data reveals a 26% achievement gap in reading and a 28.2% achievement gap in math between our white student subgroup and African American student subgroup.

The data indicates significant needs within the SWD subgroups as well. There was 6.3% of SWD proficient in math.

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

Progress monitoring data and classroom data are needed to better monitor progress of students and provide timely interventions.

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) Math

Priority Area 3:

3B) Disproportionate Discipline

Priority Area 4:

4B) African-American male

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 *Specific, *Measurable, *Attainable, *Results-Oriented, *Timebound	By June 2016, Ferndale Middle School will increase the percentage of students proficient in reading by 10% as measured by the End-of-Grade (EOG) tests.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, Ferndale Middle School will increase the percentage of students proficient in reading by 5% as measured by the End-of-Grade (EOG) tests.
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

Ferndale Middle School will provide data driven instruction to enhance the learning experience of LEP students in the regular education setting to increase reading achievement.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize screeners that ensure the best placements for students	Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) ELA Lead Teacher will work with teachers to improve student performance in reading.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) The ELA Lead Teacher and teachers will use various assessment data to personalize student learning	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) The ELA Lead Teacher will design and matriculate demonstration lessons based on data	Focus		\$0.00	\$0.00	\$0.00	\$0.00
5) Instructional Team will conduct classroom walk-through observations and offer feedback/support to teachers	Focus		\$0.00	\$0.00	\$0.00	\$0.00
6) Tech assistant will assist teachers in utilizing technology in all classes to maximize student learning	Focus		\$0.00	\$0.00	\$0.00	\$0.00
7) Instructional team and teacher leaders will support beginning teachers to enhance teaching and learning.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
8) One classroom teachers will work to reduce class size	Focus		\$1,000.00	\$0.00	\$0.00	\$0.00
9) Ferndale Middle School will adopt and implement a Schoolwide Literacy Program- resources will be purchased to enhanced the program	Focus		\$0.00	\$0.00	\$15,453.63	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Instructional team and teacher leaders will attend selected PD (may include district led PD sessions, NCCTM, ASCD training or NC Reading Conference) and train staff. Staff will be reimbursed funds for food and transportation logistics	Title I Focus		\$5,557.06	\$0.00	\$9,746.56	\$0.00
11) We will continue to meet during Professional Learning Communities to discuss data, assessments, classroom strategies, and lesson design planning	Focus		\$0.00	\$0.00	\$0.00	\$0.00
12) Instructional Team Leaders will renew ASCD and other educational organization memberships	Focus		\$500.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
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) Facilitate parent meetings to encourage home-school partnership and discuss student progress including Annual Title I meeting where schoolwide program and parent school compacts will be discussed.	Focus		\$0.00	\$0.00	\$11,312.81	\$0.00
14) Partner with Guilford Parent Academy to provide parents and staff with tools and resources.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
15) Provide timely information to parents through various methods	Focus		\$100.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Ferndale Middle School will provide targeted and tiered extended learning opportunities.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review AIMSweb and other essential data for student grouping	Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) Afterschool tutors will work with students at risk of not meeting grade level standards	Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide transportation for afterschool tutoring	Focus		\$0.00	\$0.00	\$0.00	\$0.00
4) ELA Lead Teacher will work with staff to provide support with tiered assignments			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
7) New teachers with 0 years experience will be provided Right Start professional development			\$500.00	\$0.00	\$0.00	\$0.00
8)Purchase and provide content relevant material for students.			\$1,000.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
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) ELA Lead Teacher and teacher leaders will train daytime and afterschool tutors	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) The Instructional Team will work with teachers (EC, ESL, and regular education) to review student data	Focus		\$0.00	\$0.00	\$0.00	\$0.00
	Focus		\$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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
13) CIS will facilitate parent meetings to encourage home-school partnership and discuss student progress	Focus		\$0.00	\$0.00	\$0.00	\$0.00
14) Partner with Guilford Parent Academy to provide parents with tools and resources.	Focus		\$86.32	\$0.00	\$0.00	\$0.00
15) Provide timely information to parents through various methods	Focus		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						
Enhance the development of IB units to complement the literacy program						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will develop IB units that complement the literacy and math state standards; address reading, writing; and integrate service learning to support literacy instruction.			\$0.00	\$0.00	\$0.00	\$0.00
2) Principal and instructional team will monitor lesson delivery ensuring the IB components are included in lessons			\$0.00	\$0.00	\$0.00	\$0.00
3) To continue supporting the IB programme, recruitment strategies include working with feeder elementary schools to recruit students and assist with the transition to middle school and the Middle Years Programme, recruitment materials will be used at community and school events, and parent informational sessions will be offered to explain the IB programme and its alignment with state standards	Magnet		\$0.00	\$0.00	\$0.00	\$5,822.14
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			\$0.00	\$0.00	\$0.00	\$0.00
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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
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 and PD Agendas, Classroom walkthrough data and feedback, pre-post assessments, quarterly grades, common and formative assessments.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Proficient teacher assessments and feedback data, Benchmarks assessments data, lesson plans, surveys, learning walk data.						
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?) Based on the data our 6th grade students had an average of 35.14%, 7th grade students 46.54% and our 8th grade students 44.96% on the ELA Benchmarks. For our 6th and 7th grade the Craft and Structure objective was the weakest area and for 8th grade the Language component was weak. Over 50% of the students from each grade level received all grades of A & B's for the 1st Quarter.						
Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?) Based on the data our 6th grade students had an average of 40.31% a 5.17% increase, 7th grade students had an average of 46.13% a 0.41% decrease and our 8th grade students had an average of 46.46% a 1.5% increase on the ELA 2nd Interim Benchmarks. For our 6th grade each standard's percentage increased and 7th and 8th grade the Craft and Structure objective continue to be weakest area. For our subgroups, African American students percentage increased for 6th grade by 5.45% and 8th grade 2.61%. 7th grade AA students decreased by 3.71%.						
Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?) Grade level proficiency data for reading comprehension indicated a 3.8% drop from 2014-2015 for all student groups. African American students increased from 18.7% to 19.3%. Hispanic students and Asian students declined from 37.3% to 12.8% and 41.7% to 27.3%, respectively. Standards-based interim data for reading comprehension showed significant progress in isolated standards for all subgroups with growth averaging 5.26% in grade 6 and 1.98% in grade 8. Grade 7 averaged 0.13% growth.						
Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?) Based on the data our 6th grade students had an average of 37.91% proficiency, 7th grade students 41.58% and our 8th grade students 36.53% on the ELA Pre-Assessments. Based on EVAAS Data, only 45% of 6th graders, 31% of 7th graders and 31% of 8th graders are projected to be proficient on the Reading EOG. We are awaiting the results of our Winter Benchmark scores.						
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?) All teachers will review and discuss data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities beginning Dec 4th. We will continue to follow the developed PEP's and contact parents as needed. We continue our STRONG Literacy Program where students read 20 minutes daily from 8:45 - 9:05AM. Resources include but are not limited to articles from newsela.com and classroom libraries. In addition teachers will be provided more materials and strategies for strengthening student word knowledge and vocabulary. All teachers are required to complete student data talks before the winter break.						
Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?) Data meetings were facilitated during the Early Release PD sessions where teachers completed data worksheets and discussed strong and weak areas. All teachers will continue to review and analyze data, conduct data talks with students, create re-teaching and EOG Prep plans along with providing parents of yellow lined students with data sheets. Students will continue to attend extended learning opportunities on Thursday coupled with reading mediation conducted by the daytime tutors.						
Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?) All teachers will review and discuss data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities beginning the month of September. We will continue to follow the developed PEP's and contact parents as needed. We continue our Literacy Program where students read 20 minutes daily from 8:45 - 9:05AM. Resources include but are not limited to articles from newsela.com and classroom libraries. In addition teachers will be provided more materials and strategies for strengthening student word knowledge and vocabulary. All teachers are required to complete student data talks before the winter break.						
Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?) All teachers will continue reviewing and discussing data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities as an ongoing practice. We will continue to employ inclusion strategies in our general education classrooms - where our reading teacher will provide comprehension and reading skill practices throughout the quarter. Daytime tutoring will begin for all in January						
Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)						
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)						

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name: **Ferndale Middle School** School Number: **367**
 Principal: Quincy Williams
 LEA Name/Number: Guilford County Schools (410)

Priority Area 1

1B) Literacy

Improvement Strategy #1

Ferndale Middle School will provide data driven instruction to enhance the learning experience of LEP students in the regular education setting to increase reading achievement.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize screeners that ensure the best placements for students	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) ELA Lead Teacher will work with teachers to improve student performance in reading.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) The ELA Lead Teacher and teachers will use various assessment data to personalize student learning	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
4) The ELA Lead Teacher will design and matriculate demonstration lessons based on data	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
5) Instructional Team will conduct classroom walk-through observations and offer feedback/support to teachers	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
6) Tech assistant will assist teachers in utilizing technology in all classes to maximize student learning	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7) Instructional team and teacher leaders will support beginning teachers to enhance teaching and learning.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
8) One classroom teachers will work to reduce class size	Schoolwide Reform Strategies	Reading	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$1,000.00				\$0.00				\$0.00	\$1,000.00
9) Ferndale Middle School will adopt and implement a Schoolwide Literacy Program- resources will be purchased to enhanced the program	Schoolwide Reform Strategies				\$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) Instructional team and teacher leaders will attend selected PD (may include district led PD sessions, NCTM, ASCD training or NC Reading Conference) and train staff. Staff will be reimbursed funds for food and transportation logistics.	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$5,557.06	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	\$5,557.06
11) We will continue to meet during Professional Learning Communities to discuss data, assessments, classroom strategies, and lesson design planning	Reading & Math								\$0.00				\$0.00	\$0.00
12) Instructional Team Leaders will renew ASCD and other educational organization memberships	Reading & Math	Membership Dues & Fees	3-5330-050-361	\$500.00										\$500.00
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) Facilitate parent meetings to encourage home-school partnership and discuss student progress including Annual Title I meeting where schoolwide program and parent school compacts will be discussed.	You may select more than one component from the following components Components 1-13 are required, Components 14-21 are OPTIONAL. 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. 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. 7) Develop School-Parent compacts. 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. 19) Adopt and implement model approaches to improving parental involvement. (OPTIONAL) You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL.	Reading	Select budget category from drop down menu		\$0.00					Select from drop down menu	Select budget category from drop down menu	\$0.00	\$0.00
14) Partner with Guilford Parent Academy to provide parents and staff with tools and resources.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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. 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. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).				\$0.00				\$0.00			\$0.00	\$0.00
15) Provide timely information to parents through various methods	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math	Parent - Postage	3-5880-050-342	\$100.00				\$0.00			\$0.00	\$100.00
												Subtotal #1:	\$7,157.06

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Ferndale Middle School will provide targeted and tiered extended learning opportunities.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review AIMSweb and other essential data for student grouping	Including teachers in decisions regarding the use of assessments				\$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) Afterschool tutors will work with students at risk of not meeting grade level standards	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Provide transportation for afterschool tutoring	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
4) ELA Lead Teacher will work with staff to provide support with tiered assignments	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
7) New teachers with 0 years experience will be provided Right Start professional development	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$500.00				\$0.00				\$0.00	\$500.00
8)Purchase and provide content relevant material for students.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
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) ELA Lead Teacher and teacher leaders will train daytime and afterschool tutors					\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) The Instructional Team will work with teachers (EC, ESL, and regular education) to review student data					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) CIS will facilitate parent meetings to encourage home-school partnership and discuss student progress	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school.				\$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) Partner with Guilford Parent Academy to provide parents with tools and resources.	18) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, with parents who are unable to attend such conferences at school. (OPTIONAL) 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home	Reading	Parent - Supplies & Materials	3-5880-050-411	\$86.32				\$0.00				\$0.00	\$86.32
15) Provide timely information to parents through various methods	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading						\$0.00					\$0.00	\$0.00
													Subtotal #2:	\$1,586.32

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Enhance the development of IB units to complement the literacy program

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 develop IB units that complement the literacy and math state standards; address reading, writing, and integrate service learning to support literacy instruction.	Coordination & Integration of Federal, State, and Local Services	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) Principal and instructional team will monitor lesson delivery ensuring the IB components are included in lessons	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
3) To continue supporting the IB programme, recruitment strategies include working with feeder elementary schools to recruit students and assist with the transition to middle school and the Middle Years Programme, recruitment materials will be used at community and school events, and parent informational sessions will be offered to explain the IB programme and its alignment with state standards	Schoolwide Reform Strategies				\$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 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		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select 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:													\$0.00	

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) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Ferndale Middle School will increase the percentage of students proficient in math by 10% as measured by the End-of-Grade (EOG) tests.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, Ferndale Middle School will increase the percentage of students proficient in math by 5% as measured by the End-of-Grade (EOG) tests.
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

Ferndale Middle School will offer high quality, data driven instruction in math classes that utilize best practices for engaging and challenging all learners.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize screeners that ensure the best placement for students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Math Lead Teacher will continue to work with teachers to support instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Math teachers will use various assessment data to personalize student learning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Math Lead Teacher will design and matriculate demonstration lessons	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Instructional team will conduct classroom observation walk-throughs and review data	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize technology in all classes to maximize instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Instructional team and teacher leaders will work with beginning teachers to assist in lesson design and strategies to support positive classroom management	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Collaborate with feeder elementary and high schools to assist students in transitioning successfully	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) One classroom teachers will work to reduce class size	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Instructional team and math teachers will attend Professional Development conferences and train staff. (see goal 1 for specific conferences)	Title I		\$0.00	\$0.00	\$14,263.49	\$0.00
11) Instructional team will continue to meet with teachers during Professional Learning Communities to discuss data, assessments, classroom strategies, and lesson design. Meetings parameters will be	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

13) Facilitate parent meetings to encourage home-school partnership and discuss student progress	Title I		\$1,400.00	\$0.00	\$0.00	\$0.00
14) Partner with Guilford Parent Academy to provide parents with tools and resources.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
15) Provide timely information to parents through various methods	Title I		\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Ferndale Middle School will provide targeted and tiered extended learning opportunities for students.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review AIMSweb and other essential data for student grouping	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize daytime and afterschool tutors	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide transportation for afterschool tutoring	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)Purchase and provide content relevant material for students.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Math Coach and teacher leaders will train daytime and afterschool tutors.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
11) Math Coach and teacher leaders will work with teachers (EC, ESL, and regular education) to review student data.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Facilitate parent meetings to encourage home-school partnership and discuss student progress.	Focus		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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
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?						
Quarterly Grades - Common and Formative Assessments						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Proficient teacher assessments and feedback data, Benchmarks assessments data, lesson plans, surveys, learning walk data.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

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

Based on the data our 6th grade students had an average of 25.96%, 7th grade students 28.03% and our 8th grade students 34.13% on the Math Benchmarks. Our Math I scores average was 39.29%. For all three grade levels objective 7.EE (Expressions and Equations) is where students scored the lowest. Our Math I class score at 12.72% on A-APR objective. 50% of the students from each grade level recieved all grades of A & B's for the 1st Quarter.

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

Based on the data our 6th grade students had an average of 34.68% a 8.72% increase, 7th grade students 31.06% a 3.03 increase and our 8th grade students 31.15% a 2.98% decrease on the Math 2nd Interim Benchmarks. Our Math I scores average was 44.60% a 5.35% increase. The growth areas for each grade level was: 6th grade Statistics and Probability; 7th grade Expressions and Equations and 8th grade The Number System.

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

Grade level proficiency data for math indicated a 2.8% drop from 2014-2015 for all student groups. African American students decreased from 12.4% to 11%. Multi-racial students increased proficiency from 31.0% to 42.5%. African American performance decreased 1.4%. Standards-based interim data for math showed progress in isolated standards for all subgroups with an average performance of 8.76% in grade 6, 3.04 in grade 7, and -3.31% in grade 8.

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

Based on the data our 6th grade students had an average of 38.95% proficiency, 7th grade students 36.07% and our 8th grade students 33.5% on the Math Pre-Assessments. Based on EVAAS Data only 34% of 6th graders, 27% of 7th graders and 25% of 8th graders are projected to be proficient on the Math EOG. We are awaiting the results of our Winter Benchmark scores.

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?)

All teachers will review and discuss data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities beginning Dec 4th. We will continue to follow the developed PEP's and contact parents as needed. We continue implementing differentiation strategies utilizing tablets and other resources to meet the needs of all students. Teachers will have data talks with students and parents and utilize the data to inform daily warm-up's. During PLC meetings staff will analyze data to determine which objectives were taught during the quarter and monitor student performance on these objectives.

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

Data meetings were facilitated during the Early Release PD sessions where teachers completed data worksheets and discussed strong and weak areas. All teachers will continue to review and analyze data, conduct data talks with students, create re-teaching and EOG Prep plans along with providing parents of yellow lined students with data sheets. Students will continue to attend extended learning opportunities on Thursday coupled with reading mediation conducted by the daytime tutors.

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

All teachers will review and discuss data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities beginning the month of October. We will continue to follow the developed PEP's and contact parents as needed. We continue implementing differentiation strategies utilizing tablets and other resources to meet the needs of all students. Teachers will have data talks with students and parents and utilize the data to inform daily warm-up's. During PLC meetings staff will analyze data to determine which objectives were taught during the quarter and monitor student performance on these objectives.

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

All teachers will continue reviewing and discussing data during PLC meetings. Strategies for reteaching and reviewing will be discussed and implemented throughout the next quarter. Students will be provided extended learning opportunities as an ongoing practice. We will continue to employ all students utilizing the Think Through Math tool in our general education classrooms - where our aligned skills are practiced throughout the quarter. Daytime tutoring will begin for all in January

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 2B

School Name: **Ferndale Middle School**
Principal: Quincy Williams
LEA Name/Number: Guilford County Schools (410)

School Number: **367**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Ferndale Middle School will offer high quality, data driven instruction in math classes that utilize best practices for engaging and challenging all learners.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize screeners that ensure the best placement for students	Activities for children experiencing difficulty		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Math Lead Teacher will continue to work with teachers to support instruction	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Math teachers will use various assessment data to personalize student learning	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
4) Math Lead Teacher will design and matriculate demonstration lessons	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
5) Instructional team will conduct classroom observation walk-throughs and review data	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will utilize technology in all classes to maximize instruction	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
7) Instructional team and teacher leaders will work with beginning teachers to assist in lesson design and strategies to support positive classroom management	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
8) Collaborate with feeder elementary and high schools to assist students in transitioning successfully	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
9) One classroom teachers will work to reduce class size	Schoolwide Reform Strategies	Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$1,000.00				\$0.00				\$0.00	\$1,000.00
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) Instructional team and math teachers will attend Professional Development conferences and train staff. (see goal 1 for specific conferences)		Math				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) Instructional team will continue to meet with teachers during Professional Learning Communities to discuss data, assessments, classroom strategies, and lesson design. Meetings parameters will be		Math							\$0.00				\$0.00	\$0.00
0					\$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) Facilitate parent meetings to encourage home-school partnership and discuss student progress	9) Provide materials and training to help parents work with their children to improve achievement.	Math	Parent - Other Food Purchases	3-5880-050-459	\$1,400.00	Math	Parent - Supplies & Materials	3-5880-050-411			Select budget category from drop down menu		\$0.00	\$1,400.00
14) Partner with Guilford Parent Academy to provide parents with tools and resources.	14) Involve parents in the development for training for teachers, principals, and educators to improve the effectiveness of the training. (OPTIONAL)	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$500.00				\$0.00				\$0.00	\$500.00
15) Provide timely information to parents through various methods					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$2,900.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Ferndale Middle School will provide targeted and tiered extended learning opportunities for students.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review AIMSweb and other essential data for student grouping	Including teachers in decisions regarding the use of assessments		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize daytime and afterschool tutors	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Provide transportation for afterschool tutoring	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) Purchase and provide content relevant material for students	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-9330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
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) Math Coach and teacher leaders will train daytime and afterschool tutors.			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) Math Coach and teacher leaders will work with teachers (EC, ESL, and regular education) to review student data.					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Facilitate parent meetings to encourage home-school partnership and discuss student progress.	5) Provide regular opportunities for parents to meet with school staff.		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 #2:	\$1,000.00

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) Disportionate Discipline
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Ferndale Middle School will increase the number of instructional days by reducing out of school suspensions by 10% as measured by the school discipline report.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, Ferndale Middle School will increase the number of instructional days by reducing out of school suspensions by 10% as measured by the school discipline report.
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

Ferndale Middle School will develop and implement an effective school wide discipline plan.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Develop and revise policies, procedures, and discipline expectations for all classrooms (FMS Classroom Management Framework)			\$0.00	\$0.00	\$0.00	\$0.00
2) Present and employ the school wide discipline plan to staff (FMS Universal Discipline Framework)			\$0.00	\$0.00	\$0.00	\$0.00
3) Share expectations with students and parents			\$0.00	\$0.00	\$0.00	\$0.00
4) Review and monitor discipline data weekly and develop preventive strategies and intervention plans for PD sessions.			\$0.00	\$0.00	\$0.00	\$0.00
5) Collaborate with feeder elementary and high schools to assist students in transitioning successfully			\$0.00	\$0.00	\$0.00	\$0.00
6) Connect families with Guilford Parent Academy and Pathways for resources and support.			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Provide regular training and support to all school personnel			\$0.00	\$0.00	\$0.00	\$0.00
11) Staff will receive targeted conflict-resolution training on half days			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

13) Guilford Parent Academy will provide parents with support and resources to help students with positive behavior and coping skills			\$0.00	\$0.00	\$0.00	\$0.00
14) Facilitate parent meetings during student-centered activities to encourage home-school partnership and discuss student progress	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Ferndale Middle School will offer alternative options to out-of-school suspensions.

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) Students will be given the option to attend Ferndale Middle School's Afterschool enrichment program			\$0.00	\$0.00	\$0.00	\$0.00
2) Parents and students will be provide with the opportunity to receive services from Community in Schools			\$0.00	\$0.00	\$0.00	\$0.00
3) Students will be given the option to attend Saturday Community Service in lieu of OSS			\$0.00	\$0.00	\$0.00	\$0.00
4) Students will be given the option to attend Ferndale Middle School's Alternative Learning Center in lieu of OSS			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Share information about alternative discipline options with staff during PD sessions			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Share information about alternative discipline options with parents during Parent Nights			\$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

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES						
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
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Discipline Data						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Discipline Data Logs wil indicate a decrease in suspensions over time						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

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

For the months of August to October there were 67 ISS/OSS Suspensions recorded and implemented. In 2012-2013 for same time period the school had 181 suspensions where suspensions have reduced by 114 suspensions.

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

For the months of January to March there were 87 ISS/OSS Suspensions recorded and implemented.

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

For the months of April to June there were 114 ISS/OSS Suspensions recorded and implemented.

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

For the months of August to October there were 93 ISS/OSS Suspensions recorded and implemented. In 2014-2015 for same time period the school had 67 suspensions where suspensions have increased by 26 suspensions. While we acknowledge the increase in suspensions, we have also noticed an increase in the positive school culture and climate as a result of consistent expectations and discipline consequences.

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?)

We will continue to utilize various alternatives to suspensions and seek to continue educate students, teachers and parents on de-escalation strategies. Discipline team will visit other schools with similar demographics to obtain more strategies with the goal of reducing suspensions.

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

We will continue to utilize various alternatives to suspensions and seek to continue educate students, teachers and parents on de-escalation strategies. Discipline team will visit other schools with similar demographics to obtain more strategies with the goal of reducing suspensions. Professional Development has been implemented to support teachers with high referral counts.

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

We will continue to utilize various alternatives to suspensions and seek to continue educate students, teachers and parents on de-escalation strategies. Discipline team will visit other schools with similar demographics to obtain more strategies with the goal of reducing suspensions. Professional Development has been implemented to support teachers with high referral counts.

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

We will continue utilizing various alternatives to suspensions such as After-School detention, Saturday Academy and our Bullying Academy. We have developed and implemented a reward program (GREAT Bucks) to highlight students who have done GREAT things with the intention to encourage all students to make positive decisions.

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: **Ferndale Middle School**
Principal: Quincy Williams
LEA Name/Number: Guilford County Schools (410)

School Number: **367**

Priority Area 3

3B) Disproportionate Discipline

Improvement Strategy #1

Ferndale Middle School will develop and implement an effective school wide discipline plan.

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) Develop and revise policies, procedures, and discipline expectations for all classrooms (FMS Classroom Management Framework)	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) Present and employ the school wide discipline plan to staff (FMS Universal Discipline Framework)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Share expectations with students and parents	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Review and monitor discipline data weekly and develop preventive strategies and intervention plans for PD sessions.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Collaborate with feeder elementary and high schools to assist students in transitioning successfully	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
6) Connect families with Guilford Parent Academy and Pathways for resources and support.	Coordination & Integration of Federal, State, and Local Services				\$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 regular training and support to all school personnel			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) Staff will receive targeted conflict-resolution training on half days					\$0.00				\$0.00				\$0.00	\$0.00
0					\$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) Guilford Parent Academy will provide parents with support and resources to help students with positive behavior and coping skills	11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children. 12) Ensure that information is clear and understandable for parents, translate as needed.		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Facilitate parent meetings during student-centered activities to encourage home-school partnership and discuss student progress					\$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

Ferndale Middle School will offer alternative options to out-of-school suspensions.

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) Students will be given the option to attend Ferndale Middle School's Afterschool enrichment program	Activities for children experiencing difficulty		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Parents and students will be provide with the opportunity to receive services from Community in Schools	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Students will be given the option to attend Saturday Community Service in lieu of OSS	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Students will be given the option to attend Ferndale Middle School's Alternative Learning Center in lieu of OSS	Activities for children experiencing difficulty				\$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) Share information about alternative discipline options with staff during PD sessions		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
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) Share information about alternative discipline options with parents during Parent Nights	5) Provide regular opportunities for parents to meet with school staff.	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	

PRIORITY AREA 4B 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 4	4B) African-American male
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Ferndale Middle School will increase the percentage of African American male students proficient in math and reading by 10% as measured by the End-of-Grade (EOG) tests.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, Ferndale Middle School will increase the percentage of African American male students proficient in math and reading by 5% as measured by the End-of-Grade (EOG) tests.
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

Ferndale Middle School will provide unique extended learning opportunities for African American male students.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Offer single-gendered extending learning afterschool and on Saturdays	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Implement daytime tutoring during lunch with Lunch Buddies/mentors.	Title I Focus GCS Priority GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Partner with a high school to offer peer tutoring opportunities where students can receive one on one remediation with a peer similar background and same gender.	Title I Focus GCS Priority Extended Learning GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Collaborate with feeder elementary and high schools to assist students in transitioning successfully	Title I Focus GCS Priority Extended Learning GCS Priority Title I GCS Priority		\$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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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) ELA Lead Teacher and Math Lead Teacher will train tutors in meeting the needs of African American male students		Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) Staff will attend PD on culturally relevant content that is used to enhance the proficiency of AA males in all classes. This will be a Saturday training and staff will receive a stipends.		Title I GCS Priority		\$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 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) Male Role model night with food, this event is an extension of the one book, one male program		Title I GCS Priority		\$2,340.06	\$0.00	\$0.00	\$0.00
14) Materials for Male Role model night		Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
15) Family Learn at the Fern Night- AA male will model lesson for parents		Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2							
Ferndale Middle School will strive to increase the amount of books African American male students read.							
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) Purchase and provide culturally relevant material for students. INITIAL BUDGET ALLOCATION		Title I GCS Priority		\$1,283.82	\$0.00	\$0.00	\$0.00
2) Create book reading programs- One book, one male program and Basketball and a book		Title I GCS Priority		\$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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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) Male staff will read the books and participate in the events.	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) Facilitate parent meetings during student-centered activities to encourage home-school partnership and discuss student progress	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
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			
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
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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13)			\$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?						
Quarterly Grades - Common and Formative Assessments - Discipline Data						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Proficient teacher assessments and feedback data, Benchmarks assessments data, lesson plans, surveys, learning walk data.						
What does the data/evidence show regarding the results of the implemented strategies?						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Based on the data, AAM students in the 6th grade avareaged 31.17%(reading) and 23%(math) on the benchamrks. The 7th grade AAM students averaged 34.48%(reading) and 20.94%(math) on the benchmarks. The 8th grade AAM students averaged 38.14%(reading) and 27.62%(math) on the benchmarks. In analyzing the data our 7th grade AAM students had the biggest gap of 12% in reagrds to all other students in reading.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Based on the data, AAM students in the 6th grade avareaged 36.29%(5.12% in reading) and 29.08%(6% increase in math) on the benchamrks. The 7th grade AAM students averaged 30.2%(4.3 decrease in reading) and 21.97%(1% increase in math) on the benchmarks. The 8th grade AAM students averaged 41.58%(3.44 increase in reading) and 26.78% (1.06 decrease in math).						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
African American students decreased from 12.4% to 11%. Multi-racial students increased proficiency from 31.0% to 42.5%. African American performance decreased 1.4%.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
For the pre-assessment data subgroups available were male and female. All male students were at 38.6% proficiency. According to EVAAS data for 6th grade math 19% and 6th grade Reading 32%, for 7th grade math 17% and 7th grade reading 23% and for 8th grade math 4% and 8th grade reading 6% are projected to be proficient on the EOG.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
(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).						

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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?)

All students will begin extended learning on December 4th. Many of students selected are AAM students who are struggling in reading and math. Mentors have been assigned and the Men Valor program is ongoing where various activities to reduce suspensions of AAM are existing.

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

Subgroup data continue to be analyzed and re-teaching plans for each subgroup will be implemented. All AA male data continue to be a focus area and prep plans have been developed to meet the needs of the students.

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

All students will begin extended learning in the month of September. Many of students selected are AAM students who are struggling in reading and math. Mentors have been assigned and the Men Valor program is ongoing where various activities to reduce suspensions of AAM are existing.

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

Focus observations have been developed to observe and provide teachers with feedback and researched based strategies for improving teaching and learning for our AA male students. A mentor group "Ferndale Fellas" has been developed and implemented to provide AA male students opportunities to be exposed to positive settings outside of the school and service learning events with the goal of reducing loss of instructional time.

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 4B

School Name: **Ferndale Middle School**
Principal: Quincy Williams
LEA Name/Number: Guilford County Schools (410)

School Number: **367**

Priority Area 4														
Improvement Strategy #1														
Ferndale Middle School will provide unique extended learning opportunities for African American male students.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Offer single-gendered extending learning afterschool and on Saturdays	Activities for children experiencing difficulty		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Implement daytime tutoring during lunch with Lunch Buddies/mentors.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Partner with a high school to offer peer tutoring opportunities where students can receive one on one remediation with a peer similar background and same gender.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Collaborate with feeder elementary and high schools to assist students in transitioning successfully	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$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) ELA Lead Teacher and Math Lead Teacher will train tutors in meeting the needs of African American male students			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) Staff will attend PD on culturally relevant content that is used to enhance the proficiency of AA males in all classes. This will be a Saturday training and staff will receive a stipends.						Reading & Math	Staff Dev Instructor (Stipend)	3-5330-050-197					\$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) Male Role model night with food, this event is an extension of the one book, one male program	6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$1,170.03	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$1,170.03	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,340.06
14) Materials for Male Role model night	9) Provide materials and training to help parents work with their children to improve achievement.		Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15) Family Learn at the Fern Night- AA male will model lesson for parents	6) Provide for parent comments and feedback on the content of the schoolwide program plan.				\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$2,340.06

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

Ferndale Middle School will strive to increase the amount of books African American male students read.

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) Purchase and provide culturally relevant material for students.	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-6330-050-411	\$1,283.82	Select from drop down	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$1,283.82
2) Create book reading programs- One book, one male program and Basketball and a book	Schoolwide Reform Strategies				\$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) Male staff will read the books and participate in the events.		Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00		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) Facilitate parent meetings during student-centered activities to encourage home-school partnership and discuss student progress	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select 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 #2:	\$1,283.82

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Ferndale Middle School**
Principal: Quincy Williams
LEA: Guilford County Schools (410)

School Number: **367**

PRC 050 Allocation	\$206,216.27
--------------------	--------------

Parent Involvement Set-Aside
\$4,314.27
Budgeted Parent Involvement
\$4,426.38
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$6,057.06
Budgeted Professional Development
\$6,557.06
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	367 Salary - Social Worker	\$0.00
	3-5320-050-181-	367 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	367 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	367 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	367 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	367 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	367 Salary - Teacher	\$69,960.00
PD	3-5330-050-125-	367 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	367 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	367 Salary - Teacher Assistant	\$21,131.63
	3-5330-050-143-	367 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	367 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	367 Salary - Substitute Pay (NOT Professional Development)	\$1,857.87
PD	3-5330-050-163-	367 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	367 Payroll - Supplementary Pay (5330)	\$9,222.00
	3-5330-050-184-	367 Payroll - Longevity Pay (5330)	\$475.46
PD	3-5330-050-191-	367 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	367 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	367 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	367 Payroll - Social Security/FICA (5330)	\$7,852.49
	3-5330-050-221-	367 Payroll - Retirement (5330)	\$15,793.65
	3-5330-050-231-	367 Payroll - Hospitalization Ins. (5330)	\$16,437.00
	3-5330-050-311-	367 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	367 Staff Dev/Workshop Expenses**	\$6,057.06
	3-5330-050-314-	367 Printing & Binding	\$0.00
	3-5330-050-326-	367 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	367 Field Trips	\$0.00
PD	3-5330-050-352-	367 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	367 Membership Dues & Fees	\$500.00
	3-5330-050-411-	367 Supplies & Materials	\$3,283.82
	3-5330-050-414-	367 Library Books	\$0.00
	3-5330-050-418-	367 Computer Software & Supplies	\$0.00
	3-5330-050-461-	367 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	367 Computer Equipment	\$0.00
	3-5330-050-541-	367 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	367 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	367 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	367 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	367 Salary - Tutor (After Hours)	\$10,605.00
	3-5350-050-211-	367 Payroll - Social Security/FICA (5350)	\$811.28
	3-5350-050-221-	367 Payroll - Retirement (5350)	\$1,661.80
	3-5830-050-131-	367 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	367 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	367 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	367 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	367 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	367 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	367 Salary - Technology Assistant	\$24,316.51
	3-5860-050-184-	367 Payroll - Longevity Pay (5860)	\$547.12
	3-5860-050-211-	367 Payroll - Social Security/FICA (5860)	\$1,902.07
	3-5860-050-221-	367 Payroll - Retirement (5860)	\$3,896.13
	3-5860-050-231-	367 Payroll - Hospitalization Ins. (5860)	\$5,479.00
	3-5880-050-146-	367 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	367 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	367 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	367 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	367 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	367 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	367 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	367 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	367 Parent - Postage	\$100.00
PI	3-5880-050-411-	367 Parent - Supplies & Materials	\$586.32
PI	3-5880-050-459-	367 Parent - Other Food Purchases	\$3,740.06
	3-6550-050-331-	367 Pupil Transportation - Contracted	\$0.00
			\$206,216.27 TOTAL BUDGET
			(\$0.00) DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$179,486.15 Position Total
			\$26,730.13 Non-Position Total

\$54,491.28

**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

*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.

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Ferndale Middle School

School Number: 367

School Address:

701 Ferndale Boulevard

Principal:

Quincy Williams

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Vernon Hall	Annually	10/1/2016
Pre-Crisis Checklist	Vernon Hall	Annually	10/1/2016
After Hours Emergency Contact List	Vernon Hall	Annually	8/4/2016
Register Principal for Sex-Offender Registry Notifications	Officer Jackson	Annually	10/1/2016
Diabetic Training for Staff	Kathy Hardin	Annually	10/1/2016
Distribute/Explain Crisis Plan to Staff	Vernon Hall	Annually	8/20/2016
Distribute/Explain Code of Conduct	Administrative Team	Annually	8/20/2016
Tornado Drill	Vernon Hall	Annually	8/20/2016
Conduct Student Safety Perception Survey	Vernon Hall	Annually	10/1/2016
Train staff on Emergency Notification Network deployment	Officer Jackson	Annually	10/6/2016
Lock-down Drills	Administrative Team	Bi-Annually	11/1/15, 5/1/16
Safety Inspection	Calvin Battle	Bi-Annually	8/20/2016, 1/8/16
Alternate Route Fire Drill	Vernon Hall	Bi-Annually	10/8/15, 2/17/16
Playground Inspection	N/A	Bi-Annually	N/A
Fire Drill / Sanitation Inspection	Calvin Battle	Monthly	9/14/15; 10/15/15; 11/3/15; 12/10/15; 1/19/16; 2/18/16; 3/1/16; 4/25/16; 5/2/16; 6/16/16
Fire Extinguishers Inspection	Calvin Battle	Monthly	9/14/15; 10/15/15; 11/3/15; 12/10/15; 1/19/16; 2/18/16; 3/1/16; 4/25/16; 5/2/16; 6/16/16
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Administrative Team	Monthly	9/14/15; 10/15/15; 11/3/15; 12/10/15; 1/19/16; 2/18/16; 3/1/16; 4/25/16; 5/2/16; 6/16/16
Automated External Defibrillator (AED) Inspection	Calvin Battle	Monthly	10/23/15; 1/20/15; 3/24/16; 6/9/19
Discipline Incidents in PowerSchool	Administrative Team	Ongoing	Ongoing
Volunteer Background Checks	Officer Jackson	Ongoing	Ongoing
Monitor Visitor Check-In	Tonya Caudle	Ongoing	Ongoing
Monitor Arrival and Dismissal of Students	Administrative Team	Ongoing	Ongoing
Monitor Sex Offender Registry	Officer Jackson	Ongoing	Ongoing
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Quincy Williams	Ongoing	Ongoing

RESOURCE MATERIALS

GCS School Improvement Planning Guide ([http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 \(MAY 2014\).pdf](http://portal.qcsnc.net/principalportal/Shared Documents/School Improvement Planning/GCS School Improvement Planning Guide.rev1 (MAY 2014).pdf))

North Carolina School Improvement Planning Implementation Guide (<http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf>)

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified needs. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)

End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting Click on Greenbook, then State Testing Results)

North Carolina Teacher Working Conditions Survey (<http://ncteachingconditions.org>)

School Report Card results: (www.ncreportcards.org)

GCS Data Console (<http://qcsdataconsole.qcsnc.net>)

School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (<http://www.ncpublicschools.org/research/discipline/reports>)

School Demographic Information related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels http://www.qcsnc.com/pages/qcsnc/District/Board_of_Education_-_Group/Meeting_Materials/2014_Meeting_Materials/February_1_2014_Winter_Retrea/Documents/Public_Opinion_Polls

Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency

Title III AMAO School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities

Ready Schools Inventory/Ready Schools Plan (<http://www.ncreadyschools.org>)

Title I AYP (<http://ayp.ncpublicschools.org>)

Healthy Active Children Initiative (<http://www.nchealthyschools.org>)

EVAAS (<https://ncdpi.sas.com/>)

2013 School Safety Act - North Carolina Senate Bill 589 (<http://www.ncleg.net/Sessions/2013/Bills/Senate/PDF/S589v1.pdf>)

North Carolina General Statute 115C-105.27 [Scroll down to 115C-105.27 - Development and approval of school improvement plans.](#)

FERNDALE MIDDLE - SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	69,960.00		28,000.00	41,960.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	405.45	0.00	0.00	405.45
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	18,906.30		5,027.60	13,878.70
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		1,660.60	(1,660.60)
SALARY - SUBSTITUTE PAY	3-5330-050-162	1,857.80		0.00	1,857.80
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	2,250.00		0.00	2,250.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	9,222.00		3,480.00	5,742.00
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	(300.00)	300.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	7,849.02		2,779.16	5,069.86
PAYROLL - RETIREMENT 5330	3-5330-050-221	14,980.91		5,801.39	9,179.52
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	16,134.00		4,481.20	11,652.80
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	6,272.15	0.00	840.54	5,431.61
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	1,033.03	0.00	0.00	1,033.03
MEMBERSHIP DUES & FEES	3-5330-050-361	500.00	0.00	0.00	500.00
SUPPLIES & MATERIALS	3-5330-050-411	2,558.66	0.00	0.00	2,558.66
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER/CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	5,655.40	0.00	0.00	5,655.40
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	432.63		0.00	432.63
PAYROLL - RETIREMENT 5350	3-5350-050-221	860.19		0.00	860.19
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	28,538.70		8,076.97	20,461.73
PAYROLL - BONUS PAYMENT	3-5860-050-180	750.00		0.00	750.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	1,284.32		0.00	1,284.32
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	2,338.84		610.71	1,728.13
PAYROLL - RETIREMENT 5860	3-5860-050-221	4,536.09		1,237.39	3,298.70
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	5,378.00		1,344.36	4,033.64
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	200.00	0.00	199.92	0.08
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,172.57	0.00	0.00	1,172.57
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	3,140.21	945.15	741.91	1,453.15
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	206,216.27	945.15	63,981.75	141,289.37
					141,289.37
PAYROLL TOTALS	44	191,339.65	0.00	62,199.38	129,140.27
NON-PAYROLL TOTALS	20	14,876.62	945.15	1,782.37	12,149.10
TOTAL	64	206,216.27	945.15	63,981.75	141,289.37