



Low Performing School Addendum

School Location: **Gillespie Park Elementary**

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.

Goal 1: By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Literacy Composite from 19.5% to 29.5% as evidence by End of Grade assessments.

Goal 2: By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Science Composite from 24.2% to 37.8% as evidence by End of Grade assessments

Goal 3: By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Math Composite from 23.4% to 33% as evidence by End of Grade assessments

Regional Support:

The regional office will provide

- Frequent team walk-thru visits and feedback to principal about the quality of observed instruction and the alignment to curriculum standards and pacing expectations.
- On site coaching of principal, curriculum facilitator, and identified teachers (as requested and pending resource availability).
- Provide four professional development Foundation sessions for 2nd and 3rd grade classroom teachers.
- Provide resources for the Teacher of the Year to serve as an intermittent Science Coach to help 5th grade teachers plan science weekly.

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	Gillespie Park Elementary	School Number	385
School Address	1900 Martin Luther King Jr. Dr., Greensboro, NC 27406		
Principal	Lei Washington		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	11-Sep-14		
Date of Last Review/Update	12/8/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

Gillespie Park Elementary School is dedicated to the "wholeness" of our students. We are committed to developing the intellectual, social, physical, and emotional needs of students. We will work together as a team, to provide a safe and nurturing environment which promotes lifelong learning, critical thinking, and good citizenship.

Mission Statement

Our mission at Gillespie Park Elementary, in partnership with home, our community and our environment, is to teach and guide our 21st century students towards active citizenship and life-long learning in a global society

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	Lei Washington	NA	
Curriculum Facilitator	Susan Szypulski	NA	2014 and 2015
Instructional Staff Representative	Grace Wilson	10/6/2015	2015-2017
Instructional Support Staff Representative	Nicole Maguire	8/25/2015	2015-2017
Teacher Assistant Representative	Karen Sutton	8/5/2014	2014 and 2015
Parent Representative	Kendall Harper	10/6/2015	2015 and 2016
Instructional Staff Representative	Eric Wilson	8/25/2015	2015-2017
Parent Representative	Karmen Morgan	10/6/2015	2015 and 2016
Community Representative	Anthony Jones	11/3/2015	2015 and 2016
Community Representative	Anothony Fragola	11/3/2015	2015 and 2016

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

410385

Gillespie Park Elementary

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

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	37.4	43.7	49.9	56.2	62.4	68.7
AMERICAN INDIAN						
ASIAN						
BLACK	38.1	44.3	50.5	56.7	62.9	69.1
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	34.7	41.2	47.8	54.3	60.8	67.4
LEP						
SWD	36.4	42.8	49.1	55.5	61.8	68.2
AIG						
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	43.0	48.7	54.4	60.1	65.8	71.5
AMERICAN INDIAN						
ASIAN						
BLACK	45.4	50.9	56.3	61.8	67.2	72.7
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	41.8	47.6	53.4	59.3	65.1	70.9
LEP						
SWD	27.3	34.6	41.8	49.1	56.4	63.7
AIG						
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	22.2	30.0	37.8	45.5	53.3	61.1
AMERICAN INDIAN						
ASIAN						
BLACK	24.2	31.8	39.4	46.9	54.5	62.1
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	22.6	30.3	38.1	45.8	53.6	61.3
LEP						
SWD	33.3	40.0	46.6	53.3	60.0	66.7
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?

After a careful review of Gillespie Park Elementary School's (GPES) 2014-2015 DIBELS data, results reveal the 3rd Grade outcomes indicate a 9% growth in composite score from the beginning of the year administration to the end of the year administration. Kindergarten also showed annual growth. The DIBELS data for the Kindergarten students revealed that there was a 5% growth in overall composite score from the beginning of the year administration to the end of the year administration. On the End of Grade state assessment, the third grade student outcomes indicate that there was a 4.7% increase in reading scores from the 2014 score of 23.9% to the 2015 score of 28.6%. Further, the 5th grade student results indicate that there was a 15.1% increase in science proficiency from the 2014 score of 9.4% to the 2015 score of 24.2%. The AIG student outcomes indicate that there was a 13.3% point growth from the 3rd grade AIG from their 2014 score of 66.7% to their 2015 score of 80% as fourth graders.

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

After a careful review of Gillespie Park Elementary School's (GPES) 2014-2015 DIBELS data, results reveal that the schoolwide outcomes at the end of the year (55%) were 2% points lower than they were at the beginning of the year (57%). When data from the DIBELS was disaggregated by grade level the result indicate the 1st grade regressed 19% from beginning of the year until the end of the year; 4th grade regressed 6% from the beginning of the year (55%) to the end of the year (51%) and the 5th grade regressed 2% from the beginning of the year (56%) to the end of the year (54%). The End of Grade state assessment results indicate the schoolwide reading scores dropped from 28.2% in 2014 to 19.5% in 2015 in Reading. In Math, the Schoolwide scores on the End of Grade assessment dropped from 38.5% in 2014 to 23.4% in 2015.

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

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) Science

Priority Area 3:

3B) Math

Priority Area 4:

4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Literacy Composite from 28.2% to 56.2% as evidence by End of Grade assessments
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Literacy Composite from 19.5% to 29.5% as evidence by End of Grade assessments
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

Balanced Literacy Instruction will be implemented daily

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will utilize Balanced Literacy Block as Tier I Core Instruction (Teacher Directed, Guided Reading, Foundations/Words Their Way) daily. Provide school wide classroom sets of reading material.	GCS Priority Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will Implement Foundations with fidelity in grades K-3 / 2nd and 3rd grade teachers will attend Foundations support sessions. Regional ELA Coach will coach, model and plan with 2nd and 3rd grade teachers.	Title I GCS Priority		\$8,360.93	\$0.00	\$0.00	\$0.00
3) Gradual Release model will be utilized by the teachers to engage the learner.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will be provided a school wide lesson planning template to assist with planning instruction for the entire Balanced Literacy Block	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
5) Writing instruction will be provided daily.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
6) Students will be provided with supplies such as writing journals, pencils, paper and copies of readers	Title I		\$9,000.00	\$0.00	\$0.00	\$0.00
7) Teacher will incorporate DOK questioning strategies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will incorporate the use of interactive technological aides and equipment to support student instruction and differentiated personalized learning on all grade levels.	Title I		\$17,000.00	\$0.00	\$0.00	\$0.00
9) Teacher will incorporate whole brain oral writing strategies in all content areas.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

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) Early Release dates will be designated for teachers to receive professional development from the Curriculum Facilitator and or contracted consultant utilizing balanced literacy. Based on results of needs assessment conducted by administration and contracted consultant all teachers grades K-5 will be included in the professional development strategies specific to identified needs.	Title I GCS Priority		\$8,000.00	\$0.00	\$0.00	\$0.00
11) Curriculum facilitator will demonstrate gradual release module for instruction during bi-weekly PLCs focusing engaging the learner in the instructional delivery	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
12) Teachers will participate in school level and/or district level training for the implementation of writing instruction	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00

SEE NOTE ABOVE

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parents will be invited to the Annual Title I Meeting/Open House and Quarterly Curriculum Nights. Monthly PTA meetings will focus on defining parental roles and n-going needs assessments. Title I compacts will be signed by teachers, students and parents. Materials for parents will be offered in Spanish as well.	Title I		\$4,051.91	\$0.00	\$0.00	\$0.00
15) Monthly Chat and Chew with the Principal to ensure open dialogue with parent and community stakeholders.			\$0.00	\$0.00	\$0.00	\$0.00

SEE NOTE ABOVE

IMPROVEMENT STRATEGY #2

Intervention will provided for students based on identified areas of deficiency

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 individual student data and subgroup data from 2014-2015.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Based on historical data and current assessment data flexible groups will be created to meet areas of need.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will meet weekly in PLC to discuss student data and student work samples.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Tutoring will be provided based on student need.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
5) Common assessments will be created to assist with monitoring the mastery of concepts/skills.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
6) Purchase library books/materials to enhance literacy and math achievement.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
7) Students will experience extended classroom activities to build prior knowledge.	Title I		\$3,647.75	\$0.00	\$0.00	\$0.00
8) Intervention block will be established daily K-5; GATORAIDE	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

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) During weekly PLC teacher will discuss data and CF and Administration will facilitate conversations.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) September 22nd PD for entire staff regarding Intervention block	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
12) Teachers will be retrained on assessments to ensure fidelity	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00

SEE NOTE ABOVE

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) Teachers will meet with parents first and third quarter to review reports cards and schedule follow-up conferences as needed.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Meet with parents as requested and as needed for struggling students in order to make connections and build relationships.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Dental Assessments and Cleaning will be provided as needed by Colgate Van.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

SEE NOTE ABOVE

IMPROVEMENT STRATEGY #3

Action Steps to Implement Improvement Strategy							Supplemental Title I or Magnet Funding Allocated to Support Action Step
Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")							
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?							
Walkthroughs, DIBELS, Pre/Post Assessments, Lesson Plans, Common Assessments							
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)							
Analyze data to look for progress and/or gaps and/or discrepancies in student performance. Results will be used to determine teacher effect and student impact. Student re-groupings will be conducted as well as corrective instruction, interventions, remediation, and differentiation.							

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SEE NOTE ABOVE

SEE NOTE ABOVE

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>
GPES BOY DIBELS results indicate the following: (K)59% (1st)58% (2nd)58% (3rd)55% (4th) 49% (5th) 17%. TRC data indicates: (K) 66%, (1st)43% (2nd)24% (3rd)48% (4th)54% and (5th)23%. We have a total of 97 African American males at Gillespie Park Elementary School and their subgroup BOY Dibels composite proficiency data indicates: (k)54% (1st)62% (2nd)56% (3rd)38% (4th)56% and (5th)17%. A/A Male subgroup BOY TRC proficiency data indicates: (k)54% (1st)60% (2nd)11% (3rd)34% (4th)58% and (5th)25%. Our Interim Assessment I Data Indicates the Following: 3rd Grade - 37.1%(GCS 40.7%), 4th Grade- 38.2%(GCS 53.2 %), 5th Grade- 43.4%(GCS 60%). Each of our 3rd, 4th, and 5th, Grade Classrooms have been trained in vocabulary intervention called One Stop Word Shop and the program is fully implemented. Students use this as a supplemental instructional tool to address deficiencies in vocabulary capacity. Our Teachers have received professional development and training on the use of School Net Assessment builder and are creating assessments to monitor student progress and to generate data to guide next steps. Teachers are showing improvements in the areas of instructional delivery and the understanding of best strategies for literacy. This is being aided by a Literacy Consultant that provides job embedded Professional Development for teachers in grades 2nd through 5th. Our intervention supports include the teachers providing tier II supports within the classroom during a protected Intervention Enrichment time. At this time, the teacher works with all students indicated as well below benchmark in reading and math within a small group or one on one setting implementing research based interventions provided to the grade levels at PLCS. Each well below benchmark students is identified within PLCs utilizing universal screening dat. Each of these students' data is reviewed and intervention plans are developed specific to their academic deficits, interventions are implemented, and progress is monitored utilizing Dibels Next and Dibels Math measures. These students are reviewed every 4 weeks within PLCs and decisions are made regarding changes in levels of support and interventions. Gillespie Park also provides tier III supports to our students in need of more intensive interventions provided by an interventionist three times a week for thirty minutes in addition to the tier II support within the classroom. Leveled Literacy Intervention is also provided to identify students who may require additional reading support to meet proficiency expectations.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
Gillespie Park Elementary School's DIBELS Middle of the Year (MOY) results indicate the following: (K) 45% (1st) 33% (2nd) 50% (3rd) 41% (4th) 50% (5th) 9%. MOY TRC data indicates: (K) 13%, (1st) 43% (2nd) 23% (3rd) 32%. We have a total of 112 African American males at Gillespie Park Elementary School and their subgroup MOY DIBELS composite proficiency data indicates: (K) 44% (1st) 42% (2nd) 56% (3rd) 17% (4th) 56% (5th) 17%. A/A Male subgroup MOY TRC proficiency data indicates: (K) 13% (1st) 16% (2nd) 0% (3rd) 17%. Our Interim Assessment II Data Indicates the Following: 3rd Grade - 38.6% (GCS 49.3%), 4th Grade- 36.5% (GCS 55.2 %), 5th Grade- 38.6% (GCS 55.7%). Currently we have continued to seek ways and strategies to further support Literacy instruction school wide. The advent of Breakfast in the Classroom has allowed our students more time for intervention assistance in the classroom. We have also implemented the Data Teams Tracking process to better monitor our student growth as well as collaborations among teachers. As a team, during PLCs teachers to meet at least once quarterly to discuss and address student need and determine the efficacy of interventions used to help all students
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
Refer to Data Analysis Tab B
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
GPES BOY DIBELS results indicate the following: (K)58% (1st)47% (2nd)35% (3rd)45% (4th)49% (5th) 51%. TRC data indicates: (K) 29%, (1st)28% (2nd)6% (3rd)16% (4th)38% and (5th)48%. We have a total of 97 African American males at Gillespie Park Elementary School and their subgroup BOY Dibels composite proficiency data indicates: (k)54% (1st)62% (2nd)56% (3rd)38% (4th)56% and (5th)17%. A/A Male subgroup BOY TRC proficiency data indicates: (K)13% (1st)16% (2nd)0% (3rd)14% (4th)21% and (5th)46%.
<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).
Based upon identified results, should/how should strategies be changed?
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Based upon identified results, our programming efforts should continue as planned.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
The efforts defined thus far should continue. Teachers will need to continue to create Common Formative Assessments and use the Data Teaming Template to monitor student performance in relation to the effectiveness of ELA instruction. The teams will continue to work to identify the specific nouns and verbs within the Common Core Curriculum Standards that indicate what students should know and be able to do as a result of instruction.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Refer to Strategies and Action Steps above
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
The Master schedule has been changed to ensure a structured and common model for gradual release that required intervention be shifted from the morning work time during breakfast in the classroom to a time within the instructional day that is common across the grade level. MTSS has been altered to decrease the number of 6-week intervention cycles from two to one. this is to ensure that struggling learners get the needed support they need to master grade level objectives on pace at increased proficiency rates. PD was provided at the start of school on how to use Whole Brain Teaching to engage all learners. Finally, we contracted with Love Learn Educational Consultant Company to meet with PLC Data Teams on an on-going basis to develop lessons that engage and are culturally relevant for our African-American males. The Administrative Team has followed up during walk-throughs and informal and formal observations. All other strategies within the plan are being continued.

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:	Gillespie Park Elementary				School Number:	385									
Principal:	Lei Washington														
LEA Name/Number:	Guilford County Schools (410)														
Priority Area 1															
1B) Literacy															
Improvement Strategy #1															
Balanced Literacy Instruction will be implemented daily															
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
1) Teachers will utilize Balanced Literacy Block as Tier I Core Instruction (Teacher Directed, Guided Reading , Fundations/Words Their Way) daily. Provide school wide classroom sets of materials.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00	
2) Teachers will Implement Fundations with fidelity in grades K-3 / 2nd and 3rd grade teachers will attend Fundations support.	Schoolwide Reform Strategies	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$8,360.93	Reading & Math			\$0.00				\$0.00	\$8,360.93	
3) Gradual Release model will be utilized by the teachers to engage the learner.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
4) Teachers will be provided a school wide lesson planning template to assist with planning instruction for the entire Balanced Literacy Block	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00	
5) Writing instruction will be provided daily.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00	
6) Students will be provided with supplies such as writing journals, pencils, paper and copies of readers	Coordination & Integration of Federal, State, and Local Services	Reading	Supplies & Materials	3-5330-050-411	\$9,000.00		Printing & Binding	3-5330-050-314	\$0.00				\$0.00	\$9,000.00	
7) Teacher will incorporate DOK questioning strategies.	Instruction by Highly Qualified Teachers	Reading	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$0.00				\$0.00				\$0.00	\$0.00	
8) Teachers will incorporate the use of interactive technological aides and equipment to support student instruction and differentiated personalized learning on all grade levels.	Activities for children experiencing difficulty	Reading	Computer Software & Supplies	3-5330-050-418	\$17,000.00				\$0.00				\$0.00	\$17,000.00	
9) Teacher will incorporate whole brain oral writing strategies in all content areas.					\$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) Early Release dates will be designated for teachers to receive professional development from the Curriculum Facilitator and or contracted consultant utilizing balanced literacy. Based on results of needs assessment conducted by administration and contracted consultant all teachers grades K-5 will be included in the professional development strategies specific to identified needs.		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$5,000.00	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$3,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$8,000.00	
11) Curriculum facilitator will demonstrate gradual release module for instruction during bi-weekly PLCs focusing engaging the learner in the instructional delivery		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
12) Teachers will participate in school level and/or district level training for the implementation of writing instruction		Reading			\$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) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly.		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. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00

14) Parents will be invited to the Annual Title I Meeting/Open House and Quarterly Curriculum Nights. Monthly PTA meetings will focus on defining parental roles and n-going needs assessments. Title I compacts will be signed by teachers, students and parents. Materials for parents will be offered in Spanish as well.	1) Convene a Title I Annual public meeting. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 2) Offer a flexible number of meetings. 7) Develop School-Parent compacts. 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. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$4,051.91		Select budget category from drop down menu		\$0.00				\$0.00	\$4,051.91
15) Monthly Chat and Chew with the Principal to ensure open dialogue with parent and		Reading & Math	Parent - Other Food Purchases	3-5880-050-459					\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$46,412.84

Improvement Strategy #2														
Intervention will be provided for students based on identified areas of deficiency														
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 individual student data and subgroup data from 2014-2015.	Select from drop down menu	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Based on historical data and current assessment data flexible groups will be created to meet areas of need.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will meet weekly in PLC to discuss student data and student work samples.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) Tutoring will be provided based on student need.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
5) Common assessments will be created to assist with monitoring the mastery of concepts/skills.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
6) Purchase library books/materials to enhance literacy and math achievement.	Schoolwide Reform Strategies	Reading & Math	Library Books	3-5330-050-414	\$1,000.00				\$0.00				\$0.00	\$1,000.00
7) Students will experience extended classroom activities to build prior knowledge.	Schoolwide Reform Strategies	Reading	Field Trips	3-5330-050-333	\$3,647.75				\$0.00				\$0.00	\$3,647.75
8) Intervention block will be established daily K-5: GATORAIDE					\$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) During weekly PLC teacher will discuss data and CF and Administration will facilitate conversations.		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) September 22nd PD for entire staff regarding Intervention block					\$0.00				\$0.00				\$0.00	\$0.00
12) Teachers will be retrained on assessments to ensure fidelity					\$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) Teachers will meet with parents first and third quarter to review reports cards and schedule follow-up conferences as needed.		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) Meet with parents as requested and as needed for struggling students in order to make connections and build relationships.					\$0.00				\$0.00				\$0.00	\$0.00
15) Dental Assessments and Cleaning will be provided as needed by Colgate Van.					\$0.00				\$0.00				\$0.00	\$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) Science
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Science Composite from 9.4% to 45.5% as evidence by End of Grade assessments
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Science Composite from 24.2% to 37.8% as evidence by End of Grade assessments
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

Rigorous Science Instruction will take place Daily

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) K-5 teachers will collaboratively plan rigorous Science Instruction	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Discover TechEd will be utilized in 3rd -5th grade and shared with K-2nd.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Utilize NCDPI/School Net K-5 Science Resources and Elementary Probe Alignment	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will collaborate to create Common Assessments	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize a standardized Lesson Plan Template	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will use the Common Core Standards Map to ensure pacing and align	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize Service Learning Unit to include problem solving, high order thinking, data collection and analysis, scientific method and vocabulary development.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
8)	GCS Priority		\$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) Early Release dates will be designated for teachers to receive professional development from the Curriculum Facilitator.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) PD/planning support will be provided to the 5th grade team weekly	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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) K-5 Science Fair will be conducted	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parents will be invited to a Science Curriculum Night. INITIAL BUDGET	Title I		\$5,000.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

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)			\$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 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) PLC will meet weekly to discuss lesson plans and collaborate on inquiry based lessons.	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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Conduct Curriculum Nights for Parents.	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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Build teacher capacity to deconstruct the standards and implement Backwards Design

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) Administrative team will meet with PLCs to review priority standards and the process for unpacking.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) A system will be put in place to monitor lesson plans, to ensure standards have been deconstructed	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) A system will be put in place to monitor the common assessments to ensure mastery of concept/skill	GCS Priority		\$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				
	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) Training will be planned as needed.	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				
	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) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly.	GCS Priority		\$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?						
Common Assessments, Pre/Post Assessment, Science Fair Projects Rubrics and unit tests						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Analyze data above for progress or gaps and/or discrepancies in student performance.

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

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

Interim Assessment 1 results for Science indicate the following: 5th grade 35.8% (GCS 46.7%). The efforts for increase understanding of the requirements of each standard and strand will be continue to support teachers instructional practices. Support from the district level Curriculum and Instruction team will continue. 100% of GPES students partake in aligned experimental lab activities on a weekly basis. Professional Development for Lesson Planning and Assessment Writing has been provided for the entire staff.

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

Interim Assessment II results for Science indicate the following: 5th grade 41.5% (GCS 56.1%). Our teachers have been working with the Curriculum and Instruction department from the district to align instruction with the Essential Standards and this will continue. Released assessments will be used as well to assess students overall content knowledge. Recycle Greensboro will also continue to provide lab session for 100% of the students in grade k-5 weekly.

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

Refer to Data Analysis Tab B

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

Pre Assessment results for Science indicate the following: 5th grade was 31.5% proficient (GCS). The efforts for increase understanding of the requirements of each standard and strand will be continue to support teachers instructional practices. Support from the district level Curriculum and Instruction team will continue. 100% of GPES students partake in aligned experimental lab activities on a weekly basis. Professional Development for Lesson Planning and Assessment Writing has been provided for the entire staff.

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?)

A comprehensive instructional support plan has been devised and will be deployed Spring semester for the 5th grade team that will include teacher specific professional development, assessment analysis and diagnostic assessment of student learning. Extension of the instructional programming will be provided with 4 Saturday Academies for all 5th Grade

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

The 5th Grade Team will continue to create Common Formative Assessments and development specific lesson plans that address student deficiencies in content knowledge of Science. A strategic focus will be placed on Energy and Forces and Motion. The Science Coach will meet with the team weekly and structure a tutorial plan for students afterschool as End Of Grade assessment grows nearer.

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

Refer to Strategies and Action Steps above.

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

Strategies will remain the same.

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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Gillespie Park Elementary**
 Principal: Lei Washington
 LEA Name/Number: Guilford County Schools (410)

School Number: **385**

Priority Area 2														
2B) Science														
Improvement Strategy #1														
Rigorous Science Instruction will take place Daily														
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) K-5 teachers will collaboratively plan rigorous Science Instruction	Select from drop down menu	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Discover TechEd will be utilized in 3rd -5th grade and shared with K-2nd.					\$0.00				\$0.00				\$0.00	\$0.00
3) Utilize NCDPI/School Net K-5 Science Resources and Elementary Probe Alignment					\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will collaborate to create Common Assessments					\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will utilize a standardized Lesson Plan Template					\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will use the Common Core Standards Map to ensure pacing and align					\$0.00				\$0.00				\$0.00	\$0.00
7) Utilize Service Learning Unit to include problem solving, high order thinking, data collection and analysis, scientific method and vocabulary development.					\$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) Early Release dates will be designated for teachers to receive professional development from the Curriculum Facilitator.		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) PD/planning support will be provided to the 5th grade team weekly					\$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) K-5 Science Fair will be conducted	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) Parents will be invited to a Science Curriculum Night.		Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$5,000.00				\$0.00				\$0.00	\$5,000.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$5,000.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

0														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	21				22				23				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)	Select from drop down menu	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2)					\$0.00				\$0.00				\$0.00	\$0.00
3)					\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) PLC will meet weekly to discuss lesson plans and collaborate on inquiry based lessons.		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) Conduct Curriculum Nights for Parents.	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 #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

Build teacher capacity to deconstruct the standards and implement Backwards Design

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) Administrative team will meet with PLCs to review priority standards and the process for unpacking.	Schoolwide Reform Strategies	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
2) A system will be put in place to monitor lesson plans, to ensure standards have been deconstructed					\$0.00				\$0.00				\$0.00	\$0.00
3) A system will be put in place to monitor the common assessments to ensure mastery of concept/skill					\$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) Training will be planned as needed.		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	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) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly.	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL.	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) ...					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Priority Area 3	3B) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Math Composite from 38.5% to 60.1% as evidence by End of Grade assessments
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Gillespie Park Elementary School (GPES) will increase its overall Math Composite from 23.4% to 33% as evidence by End of Grade assessments
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

Gradual Release Model will be utilized to assist with engaging, rigorous instruction

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will be provided a school wide lesson planning template to assist with planning instruction.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will utilize grade level unit pacing guides and curriculum guides.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will plan for student engagement through utilizing manipulatives and collaboration.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize gradual release model daily during their instructional delivery.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will meet to disaggregate assessment data to facilitate student remediation grouping	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Work with Preschools in the area and rising Kindergarten parents by offering K open house and tours.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Work with Kiser Middle school to schedule tours and conferences as needed.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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 PD for new and initially licensed teachers and others based on need.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
11) PLC will meet weekly to discuss and collaborate on lesson plans.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
12	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B 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) Parents will be invited to the Annual Title I Meeting/Open House and Quarterly Curriculum Nights	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Partnership with Waste Industries to celebrate students with academic growth	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) GED classes will be offered in partnership with GTCC.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Intervention will provided for students based on identified areas of deficiency						
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			
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) Review individual student data and subgroup data from 2014-2015.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
2) Based on historical data and current assessment data flexible groups will be created to meet areas of need.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will meet weekly in PLC to discuss student data and student work samples.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
4) CF will be utilized to assist with coaching teachers on interventions with students below grade level.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
5) Common assessments will be created to assist with monitoring the mastery of concepts/skills.	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
6) Intervention block will be established daily K-5; GATORAIDE	GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Support Title I funded teachers by providing substitute pay for certified teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Provide substitute pay for classroom teachers in need of planning days and or observation days.	Title I		\$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) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly. Information will be made available using a variety of sources including but not limited to mailings, ConnectEd, flyers, etc.	Title I GCS Priority		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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			
	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			
	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)			\$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)			\$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?

Pre/Post Assessments, Common Assessments, Unit Assessments

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Data from above will be analyzed for progress or gaps and/or discrepancies in student performance

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?)

GPES Interim Assessment Data indicates the following for Math: 3rd Grade 30.6 (GCS 36.9%), 4th Grade 41% (GCS 40.6%), 5th Grade 26.7% (GCS 37.6%) Student performance at GPES is not far from that of the district. Teachers have received job embedded professional development during weekly PLCs to assist with the planning of lessons, creation of assessments and data tracking.

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

GPES Interim Assessment II Data indicates the following for Math: 3rd Grade 40.5% (GCS 46.7%), 4th Grade 33% (GCS 44.8%), 5th Grade 32.4% (GCS 49.3%) Student performance at GPES is not far from that of the district. Students in grades K-2 are completing the K-2 assessment and the results will be forthcoming.

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

Refer to Data Analysis Tab B

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

The BOY Pre-assessment data revealed that the 3rd grades were starting the 2015-2016 year at 21.95% proficient in Math; the 4th graders were starting the 2015-2016 school year at 28.5% proficient and the 5th graders were beginning the year at 23.15% proficient. The spring EOG schoolwide data results were that the 3rd, 4th and 5th graders were 23.2% proficient.

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?)

Implement the Common Formative assessments from School Net to monitor student progression with content delivered. Dibels Math Early Release will be deployed to provide universal screeners and progress monitoring tools allied with common core standards for K-5 to identify students' proficiency break down within early numeracy, math computation, and math concepts and applications concepts. With this tool we will assess Kindergarten and first grade students within areas of early numeracy concepts of oral counting, quantity discrimination, and missing number. Dibels Math assesses 1st-5th graders with grade level math computation concepts and 2nd-5th graders on their math problem solving knowledge. This aids GPES in analyzing school, class, and student proficiency breakdown, growth, and core, supplemental, and intensive level instructional changes.

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

Data indicates that we should continue to review basic computation facts with our students daily. GPES will also use the released assessments to allow our students an opportunity to practice and prepare for the End Of Grade assessments.

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

Refer to strategies and action steps above.

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

Based on the data from the beginning of the year pre-assessment and the schoolwide EOG results from the spring 2015, there will be an after-school program that from January 2016 through April 2016 to address deficits in the math content area. Further, common formative assessments aligned specifically to targeted standards taught are being assessed regularly and data used to flexibly skills-group students at least bi-monthly. Finally, all other strategies outlined above are continued to be implemented.

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: **Gillespie Park Elementary**
Principal: Lei Washington
LEA Name/Number: Guilford County Schools (410)

School Number: **385**

Priority Area 3

3B) Math

Improvement Strategy #1

Gradual Release Model will be utilized to assist with engaging, rigorous instruction

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will be provided a school wide lesson planning template to assist with planning instruction.	Schoolwide Reform Strategies	Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will utilize grade level unit pacing guides and curriculum guides.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will plan for student engagement through utilizing manipulatives and collaboration.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will utilize gradual release model daily during their instructional delivery.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will meet to disaggregate assessment data to facilitate student remediation grouping	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
6) Work with Preschools in the area and rising Kindergarten parents by offering K open house and tours.	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math	Summer School/Kinder camp/K Home Visits		\$0.00				\$0.00				\$0.00	\$0.00
7) Work with Kiser Middle school to schedule tours and conferences as needed.	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math	Pupil Transportation - Contracted	3-6550-050-331	\$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 PD for new and initially licensed teachers and others based on need.			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) PLC will meet weekly to discuss and collaborate on lesson plans.					\$0.00				\$0.00				\$0.00	\$0.00
12		Math	Staff Dev Instructor (Stipend)	3-5330-050-197	\$0.00	Reading & Math	Staff Dev Participant (Stipend)	3-5330-050-196	\$0.00	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$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) Parents will be invited to the Annual Title I Meeting/Open House and Quarterly Curriculum Nights	1) Convene a Title I Annual public meeting. 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)	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Partnership with Waste Industries to celebrate students with academic growth					\$0.00				\$0.00				\$0.00	\$0.00
15) GED classes will be offered in partnership with GTCC.					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Intervention will be provided for students based on identified areas of deficiency

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 individual student data and subgroup data from 2014-2015.	Including teachers in decisions regarding the use of assessments	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) Based on historical data and current assessment data flexible groups will be created to meet areas of need.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will meet weekly in PLC to discuss student data and student work samples.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
4) CF will be utilized to assist with coaching teachers on interventions with students below grade level.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
5) Common assessments will be created to assist with monitoring the mastery of concepts/skills.	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
6) Intervention block will be established daily K-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) Support Title I funded teachers by providing substitute pay for certified teachers.		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Provide substitute pay for classroom teachers in need of planning days and or observation days.					\$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) Parents will receive daily communication of student performance and progress. Students requiring Personalized Educational Plans will require student/teacher conference with teacher of record at least once quarterly. Information will be made available using a variety of sources including but not limited to mailings, ConnectEd, flyers, etc.	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	\$0.00	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$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

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Gillespie Park Elementary**
Principal: **Lei Washington**
LEA: **Guilford County Schools (410)**

School Number: **385**

PRC 050 Allocation	\$114,082.91
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Parent Involvement Set-Aside	\$2,051.91
Budgeted Parent Involvement	\$9,051.91
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$3,360.93
Budgeted Professional Development	\$16,147.74
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	385 Salary - Social Worker	\$25,360.50
	3-5320-050-181-	385 Payroll - Supplementary Pay (5320)	\$2,517.50
	3-5320-050-184-	385 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	385 Payroll - Social Security/FICA (5320)	\$2,132.67
	3-5320-050-221-	385 Payroll - Retirement (5320)	\$4,368.48
	3-5320-050-231-	385 Payroll - Hospitalization Ins. (5320)	\$2,739.50
	3-5330-050-121-	385 Salary - Teacher	\$0.00
PD	3-5330-050-125-	385 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	385 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	385 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	385 Salary - Tutor (Daytime)	\$10,878.00
	3-5330-050-144-	385 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	385 Salary - Substitute Pay (NOT Professional Development)	\$0.00
PD	3-5330-050-163-	385 Salary - Substitute Pay (Professional Development)	\$2,786.81
	3-5330-050-181-	385 Payroll - Supplementary Pay (5330)	\$0.00
	3-5330-050-184-	385 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	385 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	385 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	385 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	385 Payroll - Social Security/FICA (5330)	\$1,045.36
	3-5330-050-221-	385 Payroll - Retirement (5330)	\$0.00
	3-5330-050-231-	385 Payroll - Hospitalization Ins. (5330)	\$0.00
	3-5330-050-311-	385 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	385 Staff Dev/Workshop Expenses**	\$13,360.93
	3-5330-050-314-	385 Printing & Binding	\$0.00
	3-5330-050-326-	385 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	385 Field Trips	\$3,647.75
PD	3-5330-050-352-	385 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	385 Membership Dues & Fees	\$0.00
	3-5330-050-411-	385 Supplies & Materials	\$9,000.00
	3-5330-050-414-	385 Library Books	\$1,000.00
	3-5330-050-418-	385 Computer Software & Supplies	\$17,000.00
	3-5330-050-461-	385 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	385 Computer Equipment	\$0.00
	3-5330-050-541-	385 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	385 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	385 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	385 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	385 Salary - Tutor (After Hours)	\$7,455.00
	3-5350-050-211-	385 Payroll - Social Security/FICA (5350)	\$570.31
	3-5350-050-221-	385 Payroll - Retirement (5350)	\$1,168.20
	3-5830-050-131-	385 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	385 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	385 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	385 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	385 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	385 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	385 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	385 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	385 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	385 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	385 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	385 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	385 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	385 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	385 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	385 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	385 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	385 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	385 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	385 Parent - Postage	\$0.00
PI	3-5880-050-411-	385 Parent - Supplies & Materials	\$5,000.00
PI	3-5880-050-459-	385 Parent - Other Food Purchases	\$4,051.91
	3-6550-050-331-	385 Pupil Transportation - Contracted	\$0.00

\$114,082.91	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)-overbudget	
blacks-underbudget/balanced	
\$39,902.51	Position Total
\$74,180.40	Non-Position Total

\$194,074.92

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Gillespie Park Elementary

School Number: 385

School Address:

1900 Martin Luther King Jr. Dr., Greensboro, NC 27406

Principal:

Lei Washington

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Lisa Bond	Annually	9/30/2015
Pre-Crisis Checklist	Loren Hunter	Annually	9/30/2105
After Hours Emergency Contact List	Loren Hunter	Annually	10/15/2015
Register Principal for Sex-Offender Registry Notifications	Lisa Bond	Annually	Aug-14
Diabetic Training for Staff	Lisa Bond	Annually	Oct-15
Distribute/Explain Crisis Plan to Staff	Lei Washington	Annually	10/15/2015
Distribute/Explain Code of Conduct	Lei Washington	Annually	8/25/2015
Tornado Drill	Lei Washington	Annually	TBA
Conduct Student Safety Perception Survey	Jason Lee	Annually	TBA
Train staff on Emergency Notification Network deployment	Lisa Bond	Annually	10/15/2015
Lock-down Drills	Susan Szypulski	Bi-Annually	10/30/2015
Safety Inspection	Katrina Marshall/John Troxler	Bi-Annually	TBA
Alternate Route Fire Drill	Lei Washington	Bi-Annually	10/30/2015
Playground Inspection	Katrina Marshall/John Troxler	Bi-Annually	TBA
Fire Drill / Sanitation Inspection	Katrina Marshall/John Troxler	Monthly	Monthly
Fire Extinguishers Inspection	Katrina Marshall/John Troxler	Monthly	Monthly
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Pam Jones	Monthly	Monthly
Automated External Defibrillator (AED) Inspection	Katrina Marshall/John Troxler	Monthly	Monthly
Discipline Incidents in PowerSchool	Pam Jones	Ongoing	
Volunteer Background Checks	Mallie Burton & Lisa Bond	Ongoing	
Monitor Visitor Check-In	Lisa Bond	Ongoing	
Monitor Arrival and Dismissal of Students	Lei Washington	Ongoing	
Monitor Sex Offender Registry	Jason Lee	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Lei Washington	Ongoing	

RESOURCE MATERIALS

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

GILLESPIE PARK ELEMENTARY - SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	25,360.50		7,366.50	17,994.00
PAYROLL - BONUS PAYMENT	3-5320-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	2,517.50		735.00	1,782.50
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	2,161.36		590.14	1,571.22
PAYROLL - RETIREMENT 5320	3-5320-050-221	4,240.24		1,235.20	3,005.04
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	2,689.00		1,344.36	1,344.64
SALARY - TEACHER	3-5330-050-121	0.00		0.00	0.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	10,878.00	8,702.40	0.00	2,175.60
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	2,786.90		0.00	2,786.90
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	1,045.37		0.00	1,045.37
PAYROLL - RETIREMENT 5330	3-5330-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	0.00		0.00	0.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	8,360.93	6,000.00	2,350.00	10.93
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	3,647.75	0.00	0.00	3,647.75
TUITION FEES	3-5330-050-352	178.74	0.00	0.00	178.74
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	12,048.20	2,813.98	7,155.79	2,078.43
LIBRARY BOOKS	3-5330-050-414	1,000.00	490.79	0.00	509.21
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	758.99	758.99	0.00	(0.00)
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	13,152.67	13,152.67	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	7,455.00	0.00	0.00	7,455.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	570.31		0.00	570.31
PAYROLL - RETIREMENT 5350	3-5350-050-221	1,133.91		0.00	1,133.91
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,000.00	356.04	0.00	643.96
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,600.00	700.00	0.00	900.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	11,122.54	0.00	0.00	11,122.54
TOTAL	64	114,082.91	32,974.87	20,776.99	60,331.05
					60,331.05
PAYROLL TOTALS	44	61,213.09	8,702.40	11,271.20	41,239.49
NON-PAYROLL TOTALS	20	52,869.82	24,272.47	9,505.79	19,091.56
TOTAL	64	114,082.91	32,974.87	20,776.99	60,331.05