



Low Performing School Addendum

School Location: **Guilford Middle**

- Goal 1:** By June, 2016 we will increase GMS overall reading proficiency from 48.8% to exceed growth based on EVAAS criteria at 55%.
- Goal 2:** By June, 2016 we will increase GMS overall math proficiency from 45% to exceed growth based on EVAAS criteria at 52%.
- Goal 3:** By June, 2016 GMS will increase the percentage of AA students who are proficient in reading to a minimum of 60.5%, thus reducing the gap between AA and White students to 15.4% based on EOG Reading results.

Regional Support:

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

Central Office Support:

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

instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Guilford Middle School	School Number	397
School Address	320 Lindley Rd., Greensboro, NC 27410		
Principal	Patrice Brown		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	5/19/2015		
Date of Last Review/Update	11/19/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

Inspire community minded students who value life-long learning, are accomplished critical thinkers, and are prepared to be tomorrow's leaders.

Mission Statement

Guilford Middle School equips students with the confidence, vision, skills and knowledge to both see and actively reach for a better tomorrow for themselves, our community, and our nation.

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	Patrice Brown	19-May	
Assistant Principal Representative	Kevin Granger	19-May	2014-15 and 2015-16
Assistant Principal Representative	Carla Flores- Ballesteros	19-May	2014-15 and 2015-16
Instructional Staff Representative-6th grade	Shannon Daye	19-May	2015-16 and 2016-17
Instructional Staff Representative-7th grade	Casey Pruitt	19-May	2014-15 and 2015-16
Instructional Staff Representative-8th grade	Sean Cox	1-Sep	2015-16 and 2016-17
Instructional Staff Representative-Encore	Karen Torrence	19-May	2015-16 and 2016-17
Instructional Staff Representative-Exceptional Children	Kecia Beard	19-May	2015-16 and 2016-17
Instructional Support Staff Representative	Stacy Leicht	19-May	2015-16 and 2016-17
Instructional Support Staff Representative	Leslie Murray	19-May	2014-15 and 2015-16
Classfield Staff Representative	Elizabeth Edmonds	1-Sep	2014-15 and 2015-16
Parent Representative-6th	Leslie Davis	4-Sep	2015-16
Parent Representative-7th	Jynifer Quick	4-Sep	2015-16
Parent Representative-8th	Quanneda James	4-Sep	2015-16
Parent Representative-PTA President	Barbara Jessup	19-May	2015-16

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

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410397

Guilford Middle

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

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	50.5	55.5	60.4	65.4	70.3	75.3
AMERICAN INDIAN	20.0	28.0	36.0	44.0	52.0	60.0
ASIAN	55.2	59.7	64.2	68.6	73.1	77.6
BLACK	43.5	49.2	54.8	60.5	66.1	71.8
HISPANIC	49.3	54.4	59.4	64.5	69.6	74.7
2 OR MORE RACES	59.5	63.6	67.6	71.7	75.7	79.8
WHITE	65.5	69.0	72.4	75.9	79.3	82.8
EDS	45.2	50.7	56.2	61.6	67.1	72.6
LEP	12.9	21.6	30.3	39.0	47.7	56.5
SWD	12.6	21.3	30.1	38.8	47.6	56.3
AIG	90.8	91.7	92.6	93.6	94.5	95.4
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	48.0	53.2	58.4	63.6	68.8	74.0
AMERICAN INDIAN	5.0	14.5	24.0	33.5	43.0	52.5
ASIAN	69.0	72.1	75.2	78.3	81.4	84.5
BLACK	39.2	45.3	51.4	57.4	63.5	69.6
HISPANIC	52.1	56.9	61.7	66.5	71.3	76.1
2 OR MORE RACES	52.4	57.2	61.9	66.7	71.4	76.2
WHITE	61.2	65.1	69.0	72.8	76.7	80.6
EDS	42.7	48.4	54.2	59.9	65.6	71.4
LEP	25.8	33.2	40.6	48.1	55.5	62.9
SWD	13.3	22.0	30.6	39.3	48.0	56.7
AIG	94.8	95.3	95.8	96.4	96.9	97.4
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	67.8	71.0	74.2	77.5	80.7	83.9
AMERICAN INDIAN						
ASIAN	69.2	72.3	75.4	78.4	81.5	84.6
BLACK	66.1	69.5	72.9	76.3	79.7	83.1
HISPANIC	61.1	65.0	68.9	72.8	76.7	80.6
2 OR MORE RACES	61.5	65.4	69.2	73.1	76.9	80.8
WHITE	76.8	79.1	81.4	83.8	86.1	88.4
EDS	63.9	67.5	71.1	74.7	78.3	82.0
LEP	23.8	31.4	39.0	46.7	54.3	61.9
SWD	34.3	40.9	47.4	54.0	60.6	67.2
AIG	95.0	95.5	96.0	96.5	97.0	97.5

Guilford County Schools Strategic Plan 2016

School Targets - End of Course Scores

410397

Guilford Middle

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

TARGET CALCULATOR

ENGLISH 2	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						
MATH 1	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	87.1	88.4	89.7	91.0	92.3	93.6
AMERICAN INDIAN						
ASIAN	95.0	95.5	96.0	96.5	97.0	97.5
BLACK	72.2	75.0	77.8	80.5	83.3	86.1
HISPANIC	95.0	95.5	96.0	96.5	97.0	97.5
2 OR MORE RACES						
WHITE	86.7	88.0	89.4	90.7	92.0	93.4
EDS	83.8	85.4	87.0	88.7	90.3	91.9
LEP						
SWD						
AIG	92.6	93.3	94.1	94.8	95.6	96.3
BIOLOGY	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						

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

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

• As of April 2015, 44.08% of our students receive free or reduced lunch as identified through Community Eligible Provision (CEP). Beginning in the 2014-15 school year, CEP replaced the previous method of determination for students to receive Title 1 funding, which was based on Free and Reduced Lunch applications. It is to be noted that 2012-13 proficiency was based on 4 levels of proficiency, while beginning in 2013-14, student proficiency were based on 5 levels of proficiency. In 2014-15, 46.3% of our students were proficient in reading, while 42.7% of our students were proficient in math. Although we did not meet many of our state and local targets for reading and math, there were several subgroups that met or exceeded proficiency targets. Our Asian students surpassed their expected target in reading for 2014-15 (64.2%) with a proficiency of 70%. Our Asian students surpassed their expected target for math in 2014-15 (75.2%) with a proficiency of 80.0%. Although our students did not meet their overall proficiency target in reading, however there were several subgroups that increased proficiency percentage points: Black (.7), Multi (3.0), Students with Disabilities (4.9), and Academically Gifted (2.3) respectively. 7th grade reading increased overall in 7/9 subgroups. In Math, our SWD increased .5 percentage points, and AIG to 100% proficiency. In addition, 100% of our Math 1 students were proficient on their EOC exam, and our Asian, Multi, and AIG students met their targets on the 8th grade Science EOG. The gaps between our White and African-American students have slightly decreased from 26.7% in 2013-14 to 19.1% in 2014-15 in reading, and from 23.2% in 2013-14 to 22.9% in 2014-15 in math. Our 2014-15 discipline data reflected a total number of 417 discipline incidents. In 2014-15, there were a total of 326 incidents through May 2015, which reflected a 22 % drop from the previous year.

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

The data analysis shows that there is an opportunity for improvement in reading at all grade levels. 46.3% of our students are reading at grade level based on 2014-15 EOG reading results. We found that there are significant gaps in reading where our African American and Hispanic students perform below our white students. 2014-15 EOG Reading results reflect that 69.7% of our white students, 51.5 of our Hispanic students, and 42.3% of our Black students are proficient in reading. We also found that our Students With Disabilities (SWD) are performing at 10.5% proficient and Limited English Proficiency (LEP) students are performing at 5.9% proficient, which is significantly below our other subgroups. 2014-15 EOG Math results reflect that 42.7% of our students are proficient overall, of which 56.6 % of White students, 44.4% of Hispanic students, and 33.7% of African American students are proficient. Our Hispanic, SWD, and LEP students were the furthest from the overall 2014-15 reading target of 48.8%. Our discipline data reflects that there were a total of 326 discipline incidents during the 2014-15 school year, the majority of which were for aggressive physical action/fighting and verbal abuse. The majority of these violations were by African-American students 60/102 (male), 19/32 (female) OSS Violations. While we do expect all students to adhere to school rules, we do find room for continued focus on school-wide Positive Behavior Intervention and Support (PBIS) strategies, particularly in dealing with identifying and addressing these behaviors consistently and with culturally responsive strategies.

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

The demographics for each of our subgroups' discipline data as related to their proficiency is not available at this time. (ex. how many Hispanic students are included in the LEP subgroup). In addition, our EVAAS data to demonstrate each of our subgroup's growth will be released later this fall. Our Administrative, Leadership and PBIS teams will continue to disaggregate and present this data to our staff and school community as it comes available.

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

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?	
Priority Area 1:	
1B) Reading	
Priority Area 2:	
2B) Math	
Priority Area 3:	
3B) Disproportionality for AA students	
Priority Area 4:	
4B)	

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Reading
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2016 we will increase the percentage of GMS students who are proficient in reading to a minimum of 65.4% based on EOG Reading results.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June, 2016 we will increase GMS overall reading proficiency from 48.8% to exceed growth based on EVAAS criteria at 55%.
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

Establish a Literacy "Power Block" 3 days per week/25 minutes per session as a differentiated intervention to meet students' needs at their instructional levels based on STAR Reading, AIMS Web and Lexile levels.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Develop a schoolwide plan for the power block with the support of the ELA vertical team/ Mission Possible Teacher Leaders	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize targeted formative assessments including the AIMS Web and GCS benchmark assessments to provide consistent formative assessment school-wide as part of bi-annual data days	Title I		\$2,900.00	\$0.00	\$0.00	\$0.00
3) Provide culturally responsive instructional resources that include non-fiction text to address the literacy needs of students during the literacy block as identified by assessment results and instructional staff.	Extended Learning Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Provide AR reading program to increase student fluency and engagement based on AIMS web results.			\$4,981.95	\$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) Provide targeted professional development to provide differentiated support for students during the "Power Block" and ELA blocks using rigorous instruction including close reading and critical thinking/questioning strategies based on Common Core Standards and the GCS Instructional Framework.			\$2,100.00	\$0.00	\$0.00	\$0.00
11) Provide embedded differentiated professional development with the support of the Mission Possible and PACE teams using the input of staff to support NCTWC survey results to support GCS Instructional Framework.			\$0.00	\$0.00	\$0.00	\$0.00
				\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parent Literacy Nights to share strategies to support students at home			\$2,744.65	\$0.00	\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the power block			\$0.00	\$0.00	\$0.00	\$0.00
15) Recruit and train parent and community volunteers to support the literacy power block			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Provide targeted reading intervention for students through daytime and extended learning programs.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide targeted Extended Learning and or Saturday Academy support after school for students based on AIMS web, interim assessments, and other formative assessment data	Title I Extended Learning		\$0.00	\$0.00	\$0.00	\$0.00
2) Hire a certified daytime reading tutor to provide intervention and support for students during the school day based on AIMS web, interim assessments, and other formative assessment data	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide targeted literacy intervention through the Just Words intervention during the school day for identified, selected students			\$0.00	\$0.00	\$0.00	\$0.00
4) Provide summer intervention support through the GMS ARM Academy in collaboration with the ECE academy to provide intervention and support for targeted students with intervention from certified tutors	Title I		\$8,227.54	\$0.00	\$0.00	\$0.00
5) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff during targeted reading intervention	Title I Extended Learning		\$12,860.00	\$0.00	\$0.00	\$0.00
6)			\$410.28	\$0.00	\$0.00	\$0.00
7) Purchase classroom supplies to enhance and support instruction. i.e.; copy paper, elmo bulbs, construction paper, etc.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Purchase technology to enhance and support instruction. i.e.: laptops, speakers	Title I		\$815.00	\$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 differentiated professional development for tutors and interventionists with the support of the curriculum facilitator	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Provide Just Words support for Just Words teacher through district PD			\$0.00	\$0.00	\$0.00	\$0.00
12) Provide AR Professional development to support implementation of AR program.			\$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) Parent Literacy Nights to share strategies to support students at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the literacy interventions	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Integrate Keys to Writing strategies into Science, SS, and encore classes to increase student written response proficiency based on formative assessment measures

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) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff to support Keys To Writing and the GCS Instructional Framework.			\$4,298.69	\$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) Provide targeted professional development to provide writing integration during encore, Science and SS blocks using rigorous including close reading and critical thinking/questioning strategies based on Common Core Standards and the GCS Instructional Framework.			\$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?						
We will utilize targeted formative assessments including the AIMS Web and pre/post interim assessment results to determine if strategies are deployed with fidelity.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will utilize targeted formative assessments including the AIMS Web and pre/post interim assessment results to determine progress toward the SMART goal.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

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

Based on fall AIMS web results, our African American students have demonstrated the most need for continued support. We also need continued support in the areas of reading fluency and comprehension. We are currently within 3 points of the district in all grade levels based on the Fall Interim reading assessments: 6th grade- GMS 42.2 District 43.9 7th grade GMS 51.8 District -52.6, 8th grade GMS 48.2 District 51.6

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

Based on winter AIMS web results, we need continued support of our below average readers with fluency and comprehension. We are currently within 3.7% of the district for all grade levels based on Spring interim reading results- 6th grade- GMS 48.0 District 50.7 , 6th gr. growth- +5.9 GMS, +6.8 District, 7th grade GMS 56.3 District -53.2, 7th grade growth-+1.4 GMS, +4.1 District, 8th grade GMS 59.1 District 55.4, 8th grade growth- +6.9 GMS, +7.7 District.

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

Based on preliminary EOG data, students need continued support with fluency and comprehension. 7th grade has increased reading proficiency compared to last year's 7th graders overall, however, there is flat or limited growth for all other grade levels.

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

RCBM (green) 6th- 52%, 7th- 46%, 8th 56%, MAZE (green)- 6th- 34%, 7th-43.4%, 8th-56%. 6th grade RCBM has a higher average this year. 7th grade RCBM has more green, but less yellow. 8th grade RCBM, scores are better this year. 8th grade RCBM is lower than MAZE> 7th grade RCBM/MAZE proficiency is lower than 6th and 8th grade.

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

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

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

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

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

We have determined that we will continue our current interventions of the School Wide Power Block with Literacy intervention, and afterschool extended learning tutorial sessions with the addition of a reading daytime tutor effective January 2015.

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

Continue daytime tutoring sessions, also continue current interventions of school wide powerblock with a focus on fluency and comprehension and continued use of leveled text for 3 days per week. Continue reading daytime tutor through May 2015. We began the Breakfast in the classroom program in February to get students into powerblock more quickly in the morning and to ensure that all students have a healthy breakfast. Provide Saturday Academy for 5 Saturdays in March, April and June to provide support for students in ELA and Science standards based on interim data 2 results.

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

Continue daytime tutoring sessions, also continue current interventions of school wide powerblock with a focus on fluency and comprehension and continued use of leveled text for 5 days per week on alternating weeks with math powerblock.. Continue reading daytime tutor November through May 2016. Discontinue STAR reading due to lack of data to support impact on proficiency. Implement AR reading to increase student fluency and reading engagement based on AIMS web and individual AR score reports. Provide Saturday Academy for 5 Saturdays in March, April and June to provide support for students in ELA and Science standards based on interim data 2 results if funds are available.

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

Reading Teacher position was reduced to 50% (local allotment), purchased an additional 17% to make position 67% total- she will serve 1 8th grade, 2 7th and 1 6th grade for Just Words, will also intervene on a rotating schedule for "yellow" AIMS RCBM student during daytime tutoring sessions. Continue current interventions of school wide powerblock with a focus on fluency and comprehension and continued use of leveled text for 5 days per week on alternating weeks with math powerblock. Implement AR360 reading to increase student fluency and reading engagement using informational tests and assessments aligned with common core based on AIMS web and individual AR score reports in January- purchased PD with webinar for staff. Added "Book It" Reading program with Pizza Hut partnership.

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:		Guilford Middle School				School Number:		397						
Principal:		Patrice Brown												
LEA Name/Number:		Guilford County Schools (410)												
Priority Area 1														
1B) Reading														
Improvement Strategy #1														
Establish a Literacy "Power Block" 3 days per week/25 minutes per session as a differentiated intervention to meet students' needs at their instructional levels based on STAR Reading, AIMS Web and Lexile levels.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Develop a schoolwide plan for the power block with the support of the ELA vertical team/ Mission Possible Teacher Leaders	Schoolwide Reform Strategies	Reading			\$0.00	Select from drop down menu			\$0.00	Select from drop down menu			\$0.00	\$0.00
2) Utilize targeted formative assessments including the AIMS Web and GCS benchmark assessments to provide consistent formative assessment school-wide as part of bi-annual data days	Schoolwide Reform Strategies	Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$2,900.00	Reading & Math			\$0.00				\$0.00	\$2,900.00
3) Provide culturally responsive instructional resources that include non-fiction text to address the literacy needs of students during the literacy block as identified by assessment results and instructional staff.	Schoolwide Reform Strategies	Reading & Math	Library Books	3-5330-050-414	\$0.00	Reading			\$0.00				\$0.00	\$0.00
4) Provide AR reading program to increase student fluency and engagement based on AIMS web results.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$4,981.95				\$0.00				\$0.00	\$4,981.95
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide targeted professional development to provide differentiated support for students during the "Power Block" and ELA blocks using rigorous instruction including close reading and critical thinking/questioning strategies based on Common Core Standards and the GCS Instructional Framework.		Reading	Staff Dev Participant (Stipend)	3-5330-050-196	\$2,100.00	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	\$2,100.00
11) Provide embedded differentiated professional development with the support of the Mission Possible and PACE teams using the input of staff to support NCTWC survey results to support GCS Instructional Framework.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
									\$0.00				\$0.00	#VALUE!
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) Parent Literacy Nights to share strategies to support students at home	You may select more than one component from the following components - Components 1-13 are required. Components 14-21 are OPTIONAL. 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. 15) Provide necessary literacy training. (OPTIONAL) 2) Offer a flexible number of meetings.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$2,744.65	Reading	Parent - Supplies & Materials	3-5880-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,744.65
14) Student Led Conferences to share student growth based on intervention during the power block	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading	Select budget category from drop down menu						\$0.00				\$0.00	\$0.00
15) Recruit and train parent and community volunteers to support the literacy power block	19) Adopt and implement model approaches to improving parental involvement. (OPTIONAL) 17) Train parents to enhance the involvement of other parents. (OPTIONAL)	Reading	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B		
	Subtotal #1:	#VALUE!

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Provide targeted reading intervention for students through daytime and extended learning programs.

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) Provide targeted Extended Learning and or Saturday Academy support after school for students based on AIMS web, interim assessments, and other formative assessment data	Select from drop down menu	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Hire a certified daytime reading tutor to provide intervention and support for students during the school day based on AIMS web, interim assessments, and other formative assessment data	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Provide targeted literacy intervention through the Just Words intervention during the school day for identified, selected students	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Provide summer intervention support through the GMS ARM Academy in collaboration with the ECE academy to provide intervention and support for targeted students with intervention from certified tutors	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math	Summer School/Kinder camp/K Home Visits	3-6350-050-121	\$8,227.54				\$0.00				\$0.00	\$8,227.54
5) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff during targeted reading intervention	Schoolwide Reform Strategies	Reading			\$0.00	Reading	Select budget category from drop down menu		\$0.00				\$0.00	\$0.00
7) Purchase classroom supplies to enhance and support instruction. i.e., copy paper, elmo bulbs, construction paper, etc. #REF!	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-6330-050-411	\$410.28				\$0.00				\$0.00	\$410.28
					\$0.00				\$0.00				\$0.00	\$0.00
8) Purchase technology to enhance and support instruction. i.e.: laptops, speakers	Activities for children experiencing difficulty	Reading & Math	Computer Software & Supplies	3-6330-050-418	\$815.00				\$0.00				\$0.00	\$815.00
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 differentiated professional development for tutors and interventionists with the support of the curriculum facilitator		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) Provide Just Words support for Just Words teacher through district PD					\$0.00				\$0.00				\$0.00	\$0.00
12) Provide AR Professional development to support implementation of AR program.					\$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) Parent Literacy Nights to share strategies to support students at home	You may select more than one component from the following components - Components 1-13 are required. Components 14-21 are OPTIONAL. 2) Offer a flexible number of meetings. 15)Provide necessary literacy training. (OPTIONAL) 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the literacy interventions	2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 15)Provide necessary literacy training. (OPTIONAL) 9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$9,452.82

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Integrate Keys to Writing strategies into Science, SS, and encore classes to increase student written response proficiency based on formative assessment measures

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) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff to support Keys To Writing and the GCS Instructional Framework.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-6330-050-411	\$4,298.69	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	\$4,298.69
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) Provide targeted professional development to provide writing integration during encore, Science and SS blocks using rigorous including close reading and critical thinking/questioning strategies based on Common Core Standards and the GCS Instructional Framework.		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL.	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$4,298.69

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2016 we will increase the percentage of GMS students who are proficient in Math to a minimum of 63.6% based on EOG Math results.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June, 2016 we will increase GMS overall math proficiency from 45% to exceed growth based on EVAAS criteria at 52%.
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

Establish a Math "Power Block" 5 days per week/25 minutes per session every other week as a differentiated intervention to meet students needs' at their instructional levels based on AIMS Web and Math interim assessment results

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Develop a schoolwide plan for the power block with the support of the Math vertical team/ Mission Possible Teacher Leaders and			\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize targeted formative assessments including the AIMS Web and Interim Assessments to provide consistent formative assessment school-wide			\$0.00	\$0.00	\$0.00	\$0.00
3) Provide culturally responsive instructional resources to address the needs of students during the math block as identified by assessment results and instructional staff	Title I		\$10,042.00	\$0.00	\$0.00	\$0.00
4) Develop a "Math Log" on the Amplify Tablet for students to progress monitor their performance and increase their math fluency based on AIMS Web M-Comp results			\$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) Provide targeted professional development to provide differentiated support for students during the "Power Block" and Math blocks using rigorous strategies including the 8 Standards of Mathematical Practices and critical thinking strategies based on Common Core Math Standards	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Provide embedded differentiated professional development for the math vertical team with the support of the Mission Possible and PACE teams using the input of staff to support NCTWC survey results	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 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) Parent Math Night(s) to share strategies to support students at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the power block	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
15) Recruit and train parent and community volunteers to support the math power block	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Provide targeted math intervention for students through daytime and extended learning programs.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide Targeted Extended Learning and or Saturday Academy support after school for students in math based on AIMS web, interim assessments, and other formative assessment data as monitored by PEP's and IEP's.	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize a certified daytime math tutor to provide intervention and support for students during the school day based on AIMS web, interim assessments, and other formative assessment data as monitored by Personalized Education Plans (PEPs) and Individual Education Plans (IEP's)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide summer intervention support through the GMS ARM Academy in collaboration with the ECE academy to provide intervention and support for targeted students with intervention from certified tutors	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff during targeted reading intervention	Title I		\$5,000.00	\$0.00	\$0.00	\$0.00
5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Provide differentiated professional development for tutors and interventionists with the support of the math impact teacher	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parent Math Nights to share strategies to support students at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the math interventions	Title I		\$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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES							
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).							

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

We will utilize targeted formative assessments including the AIMS Web, and pre/post interim assessment results to determine if strategies are deployed with fidelity.

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

We will utilize targeted formative assessments including the AIMS Web and pre/post interim assessment results to determine progress toward the SMART goal.

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

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

Based on fall AIMS web result, our African American students have demonstrated the most need for continued support in math. We also need continued support in the areas of Math computation. We are currently within 3 points of the district in all grade levels based on the Fall Interim Math assessments, and are above the district for 8th grade Math and Math 1: 6th grade- GMS 42.2 District 43.9 7th grade GMS 31.9 District -33.9, 8th grade Math 8 GMS 37.2 District 33.9, 8th grade Math 1- GMS 50.4, District 46.1.

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

Based on winter AIMS web results, 6th grade will focus on higher and EC/lower students with MCAP, 7th grade will focus on higher on MCOMP and EC problem solving (MCAP), 8th grade will focus on problem solving for all students (MCAP), and basic computation in EC/lower students (MCOMP). We are currently within 5 points of the district in all grade levels based on the Spring Interim Math assessments, and are above the district for Math 1:- 6th grade- 6th grade GMS 41.8 District 46.7, 6th gr. growth- +12.9 GMS, +13.6 District, 7th grade GMS 33.2 District -36.4, 7th grade growth-+1.5 GMS, +2.2 District, 8th grade GMS 36.3 District 39.9, 8th grade growth- +2.2 GMS, +2.5 District. Math 1 GMS- 63.0, District 53.5, Math 1 growth +12.2 GMS +8.0 District

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

Based on preliminary EOG data, students need continued support with math fluency and comprehension. 7th grade has increased math proficiency compared to last year's 7th graders in selected subgroups overall, however, there is flat or limited growth for all other grade levels. AIG students have demonstrated increased proficiency with EOG math. All Math 1 students passed the Math EOC exam.

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

MCOMP (green) 6th- 74.6%, 7th- 64%, 8th 58%, MCAP (green)- 6th- 55.7%, 7th-41%, 8th-54.8%. MCOMP Scores are higher in each grade level. 6th-8th goal work on proficiency in MCAP.

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

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

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

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

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

We have determined that we will continue our current interventions of the School Wide Power Block with Math intervention, and afterschool extended learning tutorial sessions with the addition of a math daytime tutor effective January 2015. Selected math teachers will attend the District monthly math professional developments in their respective grade levels for Math 6, Math 7, and Math 8, as well as Math 1. Our students will also participate in the GCS district math competition to raise interest and awareness in strengthening their computation skills.

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

We have determined that we will increase our current interventions of the School Wide Power Block with Math intervention to 2 days per week using Ten marks, SUM DOG, and math Map app. Daytime Math tutoring will continue, and teachers will share AIMS web data with students and motivating through individual incentives. We began the Breakfast in the classroom program in February to get students into powerblock more quickly in the morning and to ensure that all students have a healthy breakfast. Provide Saturday Academy for 5 Saturdays in March, April and June to provide support for students in Math standards based on interim data 2 results.

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

Continue daytime tutoring sessions, also continue current interventions of school wide powerblock with a focus math fluency and problem solving 5 days per week on alternating weeks with literacy powerblock.. Continue math daytime tutor November through May 2016. Provide Saturday Academy for 5 Saturdays in March, April and June to provide support for students in ELA and Science standards based on interim data 2 results if funds are available.

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

All inclusion classes and selected additional students are now enrolled in Think through Math. Continue daytime tutoring sessions, also continue current interventions of school wide powerblock with a focus math fluency and problem solving 5 days per week on alternating weeks with literacy powerblock.. Adjust math daytime tutor January 2016 through May 2016 due to funding changes. Provide Saturday Academy for 5 Saturdays in March, April and June to provide support for students in ELA and Science standards based on interim data 2 results if funds are available. Provide Extended Learning for targeted students based on AIMS web assessment.

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Guilford Middle School**
 Principal: Patrice Brown
 LEA Name/Number: Guilford County Schools (410)

School Number: **397**

Priority Area 2

2B) Math

Improvement Strategy #1

Establish a Math "Power Block" 5 days per week/25 minutes per session every other week as a differentiated intervention to meet students needs' at their instructional levels based on AIMS Web and Math interim assessment results

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Develop a schoolwide plan for the power block with the support of the Math vertical team/ Mission Possible	Select from drop down menu	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize targeted formative assessments including the AIMS Web and Interim Assessments to provide	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
3) Provide culturally responsive instructional resources to address the needs of students during the math block	Schoolwide Reform Strategies	Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
4) Develop a "Math Log" on the Amplify Tablet for students to progress monitor their performance and	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide targeted professional development to provide differentiated support for students during the "Power Block" and Math blocks using rigorous strategies including the 8 Standards of Mathematical Practices and critical thinking strategies based on Common Core Math Standards		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Provide embedded differentiated professional development for the math vertical team with the support of the Mission Possible and PACE teams using the input of staff to support NCTWVC survey results.					\$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) Parent Math Night(s) to share strategies to support students at home	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Student Led Conferences to share student growth based on intervention during the power block	2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math	Parent - Other Food Purchases	3-5880-050-459	\$2,000.00	Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00	\$2,000.00
15) Recruit and train parent and community volunteers to support the math power block	17) Train parents to enhance the involvement of other parents. (OPTIONAL) 9) Provide materials and training to help parents work with their children to improve achievement.	Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$2,000.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Provide targeted math intervention for students through daytime and extended learning programs.

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) Provide Targeted Extended Learning and/or Saturday Academy support after school for students in math based on AIMS web, interim assessments, and other formative assessment data as monitored by PEP's and IEP's.	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) Utilize a certified daytime math tutor to provide intervention and support for students during the school day based on AIMS web, interim assessments, and other formative assessment data as monitored by Personalized Education Plans (PEPs) and Individual Education Plans (IEPs)					\$0.00				\$0.00				\$0.00	\$0.00
3) Provide summer intervention support through the GMS ARM Academy in collaboration with the ECE academy to provide intervention and support for targeted students with intervention from certified tutors					\$0.00				\$0.00				\$0.00	\$0.00
4) Provide culturally responsive instructional resources and materials to address the literacy needs of students as identified by assessment results and instructional staff during targeted reading intervention	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$5,000.00				\$0.00				\$0.00	\$5,000.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide differentiated professional development for tutors and interventionists with the support of the math impact teacher		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) Parent Math Nights to share strategies to support students at home	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) Student Led Conferences to share student growth based on intervention during the math interventions					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$5,000.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Priority Area 3	3B) Disproportionality for AA students
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June, 2016 GMS will increase the percentage of AA students who are proficient in reading to a minimum of 60.5%, thus reducing the gap between AA and White students to 15.4% based on EOG Reading results.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June, 2016 GMS will increase the percentage of AA students who are proficient in reading to a minimum of 60.5%, thus reducing the gap between AA and White students to 15.4% based on EOG Reading results.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

To ensure that 100% of African American students are appropriately scheduled in classes

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) Reviewing individual student data (Report card, EOG data, IEP if applicable, AIG placement, AIMS web results, teacher recommendation) with the administrative and counseling teams to hand schedule students in appropriate classes			\$0.00	\$0.00	\$0.00	\$0.00
2) Monitoring students based on student report cards to determine necessary support and changes to schedules			\$0.00	\$0.00	\$0.00	\$0.00
3) Conferencing with targeted students to provide instructional support, goal setting, and celebrating of successes			\$0.00	\$0.00	\$0.00	\$0.00
4) Provide certified substitutes for highly qualified Title 1 teachers	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10)			\$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 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) Communicating with parents regarding student progress in changed classes as necessary	Title I		\$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 #2

To reduce the number of African American discipline referrals as relative to other subgroups

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) Monitor student data based on SWIS and Powerschool Discipline to identify African American students who have frequent referrals and provide mentors to support students on a bi-weekly basis.			\$427.00	\$0.00	\$0.00	\$0.00
2) Use the Equity Reflection Checklist to reflect upon classroom management and discipline practices schoolwide			\$0.00	\$0.00	\$0.00	\$0.00
3) Develop specific Student Support Considerations to respond appropriately for student discipline infractions			\$0.00	\$0.00	\$0.00	\$0.00
4) Continue communication to Increase cohesiveness among administrative team to insure consistency in making sure that consequences are appropriate for the behavior			\$0.00	\$0.00	\$0.00	\$0.00
5) Provide opportunities for discussion among staff and administration regarding school wide expectations for students with support of the PBIS team	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) To develop a mentoring program for male and students, focusing on AA Males and females to provide leadership, counseling, and character development (ex, Guilford Gentlemen, Rhoers Club with Sigma Gamma Rho sorority Inc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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 culturally responsive professional development to provide equity reflection during discipline decision making	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Complete book study (ies) to support professional knowledge of culturally responsive classroom practices	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
12) Provide PBIS, CHAMPS and behavior management training for identified staff as necessary based on SWIS/ PowerSchool Discipline Data	Title I		\$5,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Provide parent involvement opportunities to strengthen relationships between AA students, parents, and school staff	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
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?						
We will utilize targeted formative assessments including the AIMS Web, STAR reading and interim assessment results to determine if strategies are deployed with fidelity. We will also use Powerschool discipline and SWIS data to determine the fidelity of strategies.						

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.)

We will utilize targeted formative assessments including the AIMS Web, STAR reading and interim assessment results to determine if strategies to determine progress toward our SMART goals. We will also use Powerschool discipline and SWIS data to determine the progress toward SMART goals.

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?)

Powerschool discipline data from the 1st nine weeks reflects 20 OSS and 53 ISS consequences. In addition, we have found that our AA Male students received 50% of OSS referrals, and 43% of our ISS referrals. Overall, our male students are requiring more intervention than our female students, with the exception of AA female students, and the majority of our discipline referrals have resulted from the hallway and cafeteria.

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

Powerschool discipline data from the 2nd nine weeks reflects 21 OSS and 92 ISS consequences. In addition, we have found that our AA Male students received 48% of OSS referrals, and 40% of our ISS referrals. We have seen a drop in ISS and OSS referrals of AA female students. Small (3%) growth in Literacy based on AIMS Web assessments across the 3 grade levels for AA students compared to 5% growth for all school Literacy.

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

We found that there are significant gaps in reading where our African American and Hispanic students perform below our white students. 2014-15 EOG Reading results reflect that 69.7% of our white students, 51.5 of our Hispanic students, and 42.3% of our Black students are proficient in reading. We also found that our Students With Disabilities (SWD) are performing at 10.5% proficient and Limited English Proficiency (LEP) students are performing at 5.9% proficient, which is significantly below our other subgroups. 2014-15 EOG Math results reflect that 42.7% of our students are proficient overall, of which 56.6 % of White students, 44.4% of Hispanic students, and 33.7% of African American students are proficient. Our Hispanic, SWD, and LEP students were the furthest from the overall 2014-15 reading target of 48.8%. Our discipline data reflects that there were a total of 417 discipline incidents during the 2014-15 school year, the majority of which were for aggressive physical action/fighting and verbal abuse. The majority of these violations were by African-American students 60/102, 19/32 OSS Violations.

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

MCOMP Whole school v. AAM(green) RCBM (green) 6th- 52%/38%, 7th- 46%/44%, 8th 56%/43%, MAZE (green)- 6th- 34%/14%, 7th-43.4%/33.2%, 8th-56%/47%. 7th grade RCBM scores are similar to AAM- investigate to see what 7th grade teachers are doing with AAM. Total Referrals 2014-15 1Q- 92, Total Referrals 20115016 1Q-100, majority of referrals in the classroom 36 14-15 v. 64 15-16, Highest referrals- AAM- 46.1%, ECM-27.9%, AAF-22.9%, WM- 12.9%, also highest 4 groups for ISS and OSS.

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?)

Targeted students will continue to participate in interventions including check-in check out and outside agencies. In addition, we have begun peer mediation training, and targeted male students will continue participation on Guilford Gentlemen through partnership with Reynolds Baptist Church. We have also added an alternative consequence of afterschool detention during the end of the 1st nine weeks. We have revamped our PBIS expectations for hallway and cafeteria, which has resulted in positive feedback from staff and a reduction in referrals based on initial data from the 2nd nine weeks.

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

Targeted students will continue to participate in interventions including check-in check out and outside agencies. Peer mediation training for students and parents have continued in collaboration with the YWorld program, and targeted male students will continue participation on Guilford Gentlemen and an alternative consequence of afterschool detention. We have revamped our PBIS expectations for hallway and cafeteria, which has resulted in positive feedback from staff and a reduction in referrals based on initial data from the 2nd nine weeks.

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

Targeted students will continue to participate in interventions including check-in check out and outside agencies. Peer mediation training for students and parents will continue in collaboration with the YWorld program, and targeted male students will continue participation on Guilford Gentlemen, and female students will be invited to join the SG Rhoers in partnership with Sigma Gamma Rho Sorority. .

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

Targeted students will continue to participate in interventions including check-in check out- have added opportunity cards. Peer mediation training has begun. Guilford Buddies with Admin team and counselors have begun with 2/m meetings, and targeted male students will continue participation on Guilford Gentlemen in partnership with Guilford College mentors, and female students will be invited to join the SG Rhoers in partnership with Sigma Gamma Rho Sorority- first meeting was 11/14, will meet weekly. School-wide book study tying in culturally responsive topic will be introduced in January.

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Guilford Middle School**
Principal: Patrice Brown
LEA Name/Number: Guilford County Schools (410)

School Number: **397**

Priority Area 3

3B) Disproportionality for AA students

Improvement Strategy #1

To ensure that 100% of African American students are appropriately scheduled in classes

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) Reviewing individual student data (Report card, EOG data, IEP if applicable, AIG	Including teachers in decisions regarding the use of assessments	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Monitoring students based on student report cards to determine necessary support and	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Conferencing with targeted students to provide instructional support, goal setting, and	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Provide certified substitutes for highly qualified Title I teachers	Instruction by Highly Qualified Teachers	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$1,000.00				\$0.00				\$0.00	\$1,000.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$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) Communicating with parents regarding student progress in changed classes as necessary	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)	1) Convene a Title I Annual public meeting. 1) Convene a Title I Annual public meeting.				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$1,000.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

To reduce the number of African American discipline referrals as relative to other subgroups

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) Monitor student data based on SWIS and Powerschool Discipline to identify African	Including teachers in decisions regarding the use of assessments	Select from drop down menu	Supplies & Materials	3-5330-050-411	\$427.00	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	\$427.00
2) Use the Equity Reflection Checklist to reflect upon classroom management and discipline practices schoolwide	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Develop specific Student Support Considerations to respond appropriately for	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Continue communication to increase cohesiveness among administrative team to	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Provide opportunities for discussion among staff and administration regarding schoolwide	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) To develop a mentoring program for male and students, focusing on AA Males and females to provide leadership, counseling, and character development (ex, Guilford Gentlemen, Rhoads Club with Sigma Gamma Rho sorority Inc.)	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide culturally responsive professional development to provide equity reflection during discipline decision making		Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Complete book study (ies) to support professional knowledge of culturally responsive classroom practices		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$2,000.00				\$0.00				\$0.00	\$2,000.00
12) Provide PBIS, CHAMPS and behavior management training for identified staff as necessary based on SWIS/ Powerschool Discipline Data		Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide parent involvement opportunities to strengthen relationships between AA students, parents, and school staff	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:													\$2,427.00	

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Guilford Middle School**
Principal: **Patrice Brown**
LEA: **Guilford County Schools (410)**

School Number: **397**

PRC 050 Allocation	\$109,782.65
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Parent Involvement Set-Aside
\$2,744.65
Budgeted Parent Involvement
\$4,744.65
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$3,211.14
Budgeted Professional Development
\$6,793.92
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	397 Salary - Social Worker	\$0.00
	3-5320-050-181-	397 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	397 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	397 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	397 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	397 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	397 Salary - Teacher	\$43,899.90
PD	3-5330-050-125-	397 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	397 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	397 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	397 Salary - Tutor (Daytime)	\$16,800.00
	3-5330-050-144-	397 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	397 Salary - Substitute Pay (NOT Professional Development)	\$928.94
PD	3-5330-050-163-	397 Salary - Substitute Pay (Professional Development)	\$2,693.92
	3-5330-050-181-	397 Payroll - Supplementary Pay (5330)	\$5,525.70
	3-5330-050-184-	397 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	397 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	397 Staff Dev Participant (Stipend)	\$2,100.00
PD	3-5330-050-197-	397 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	397 Payroll - Social Security/FICA (5330)	\$5,504.06
	3-5330-050-221-	397 Payroll - Retirement (5330)	\$8,074.06
	3-5330-050-231-	397 Payroll - Hospitalization Ins. (5330)	\$5,479.00
	3-5330-050-311-	397 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	397 Staff Dev/Workshop Expenses**	\$2,000.00
	3-5330-050-314-	397 Printing & Binding	\$0.00
	3-5330-050-326-	397 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	397 Field Trips	\$0.00
PD	3-5330-050-352-	397 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	397 Membership Dues & Fees	\$0.00
	3-5330-050-411-	397 Supplies & Materials	\$15,117.92
	3-5330-050-414-	397 Library Books	\$0.00
	3-5330-050-418-	397 Computer Software & Supplies	\$815.00
	3-5330-050-461-	397 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	397 Computer Equipment	\$0.00
	3-5330-050-541-	397 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	397 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	397 Summer School/Kindercamp/K Home Visits	\$6,671.70
	3-5350-050-192-	397 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	397 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	397 Payroll - Social Security/FICA (5350)	\$510.39
	3-5350-050-221-	397 Payroll - Retirement (5350)	\$1,045.46
	3-5830-050-131-	397 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	397 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	397 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	397 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	397 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	397 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	397 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	397 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	397 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	397 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	397 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	397 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	397 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	397 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	397 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	397 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	397 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	397 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	397 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	397 Parent - Postage	\$0.00
PI	3-5880-050-411-	397 Parent - Supplies & Materials	\$0.00
PI	3-5880-050-459-	397 Parent - Other Food Purchases	\$4,744.65
	3-6550-050-331-	397 Pupil Transportation - Contracted	\$0.00
			\$121,910.67 TOTAL BUDGET
			(\$12,128.02) DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$70,038.55 Position Total
			\$51,872.12 Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Guilford Middle School

School Number: 397

School Address:

320 Lindley Rd., Greensboro, NC 27410

Principal:

Patrice Brown

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Kevin Granger	Annually	12/22/2014, 8/20/15
Pre-Crisis Checklist	Kevin Granger	Annually	9/12/2014, 9/1/15
After Hours Emergency Contact List	Kevin Granger	Annually	9/12/2014, 9/1/15
Register Principal for Sex-Offender Registry Notifications	Patrice Brown	Annually	6/30/2012
Diabetic Training for Staff	Mary Holderness	Annually	9/25/2014, 9/1/15
Distribute/Explain Crisis Plan to Staff	Kevin Granger/ Officer Angela Anderson	Annually	8/21/2014, 8/20/15
Distribute/Explain Code of Conduct	Patrice Brown	Annually	8/21/2014/ 8/20/15
Tornado Drill	Kevin Granger	Annually	3/10/2015
Conduct Student Safety Perception Survey	Leslie Murray	Annually	4/30/2015
Train staff on Emergency Notification Network deployment	Patrice Brown	Annually	8/21/2014/ 8/20/15
Lock-down Drills	Kevin Granger/ Officer Angela Anderson	Bi-Annually	9/17/14 & 12/12/14/ 9/23/15
Safety Inspection	Teddy Martin/Kevin Granger	Bi-Annually	12/18 /14 & 5/1/15; 12/2015
Alternate Route Fire Drill	Kevin Granger	Bi-Annually	4/10/2015; 11/05/2015
Playground Inspection	Teddy Martin/Kevin Granger	Bi-Annually	12/18/14 & 5/1/15
Fire Drill / Sanitation Inspection	Kevin Granger/Libby Edmonds	Monthly	8/27/14; 9/30/14; 10/29/14; 11/12/14; 12/3/14, 1/22/15, 2/25/15, 3/31/15, 4/10/15, 5/13/14, 6/12/15, 8/16/2015, 9/11/15 10/15/15, 11/5/15
Fire Extinguishers Inspection	Teddy Martin/Kevin Granger	Monthly	8/27/14; 9/30/14; 10/29/14; 11/12/14; 12/3/14, 1/22/15, 2/25/15, 3/31/15, 4/10/15, 5/13/14, 6/12/15, 8/16/2015, 9/11/15 10/15/15, 11/5/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Kevin Granger	Monthly	8/11/14; 9/8/14; 10/14/14; 11/10/14; 12/9/14; 1/20/15, 2/17/15, 3/20/15, 6/18/15, 8/12/15, 9/22/15, 10/13/15, 11/17/15
Automated External Defibrillator (AED) Inspection	Teddy Martin	Monthly	8/11/14; 9/8/14; 10/14/14; 11/10/14; 12/9/14; 1/20/15, 2/17/15, 3/20/15, 4/10/15, 5/13/14, 6/12/15, 8/16/2015, 9/11/15 10/15/15, 11/5/15

2014-16 SCHOOL SAFETY CHECKLIST

Discipline Incidents in PowerSchool	Nancy Everette/Kevin Granger	Ongoing
Volunteer Background Checks	Jarrold Ross/Patrice Brown	Ongoing
Monitor Visitor Check-In	Libby Edmonds/Jarrold Ross	Ongoing
Monitor Arrival and Dismissal of Students	Patrice Brown./Kevin Granger/Carla Ballesteros	Ongoing
Monitor Sex Offender Registry	Patrice Brown	Ongoing
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Patrice Brown	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.

GUILFORD MIDDLE SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	43,899.90		10,500.00	33,399.90
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	5,654.70	0.00	0.00	5,654.70
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	928.90		0.00	928.90
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	3,364.40		206.00	3,158.40
PAYROLL - BONUS PAYMENT	3-5330-050-180	877.50		0.00	877.50
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	5,525.70		2,145.00	3,380.70
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	2,200.00	0.00	2,200.00	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	4,777.49		1,138.24	3,639.25
PAYROLL - RETIREMENT 5330	3-5330-050-221	7,852.26		2,262.12	5,590.14
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	5,378.00		1,344.36	4,033.64
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	500.00	0.00	0.00	500.00
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	313.85	0.00	0.00	313.85
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	14,409.70	0.00	3,834.68	10,575.02
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	1,018.97	1,018.97	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	666.12	666.12	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	6,243.30	808.96	5,434.34	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	477.61		415.73	61.88
PAYROLL - RETIREMENT 5350	3-5350-050-221	949.60		413.69	535.91
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	0.00	0.00	0.00	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	4,744.65	902.36	2,606.27	1,236.02
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	109,782.65	3,396.41	32,500.43	73,885.81
					73,885.81
PAYROLL TOTALS	44	88,129.36	808.96	26,059.48	61,260.92
NON-PAYROLL TOTALS	20	21,653.29	2,587.45	6,440.95	12,624.89
TOTAL	64	109,782.65	3,396.41	32,500.43	73,885.81