



Low Performing School Addendum

School Location: **Hunter Elementary**

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

Goal 1: By June 2016, Hunter Elementary will increase student achievement in grades 3-5 ELA to 53.9% as measured by the NC EOG.

Goal 2: In June 2016, Hunter Elementary will increase student achievement in grades 3-5 Math to 64.5% as measured by the NC EOG.

Goal 3: In June 2016, Hunter Elementary will increase student achievement in grade 5 Science to 55% as measured by the NC EOG.

Regional Support:

The regional office will provide

- Frequent team walk-thru visits and feedback to principal about the quality of observed instruction and the alignment to curriculum standards and pacing expectations.
- On site coaching of principal, curriculum facilitator, and identified teachers (as requested and pending resource availability).
- Provide four professional development Foundation sessions for 2nd and 3rd grade classroom teachers.

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	Hunter Elementary	School Number	409
School Address	1305 Merritt Dr., Greensboro, NC 27407		
Principal	Michelle Thompson		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	2-Jun-15		
Date of Last Review/Update	12/8/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision In an environment where students feel capable, cared for and connected, students at Hunter Elementary will experience academic success at or above grade level through strategies promoting rigorous instruction aimed at high levels of achievement.
Mission Statement Hunter Elementary will graduate responsible citizens prepared to succeed at higher education or the career of their choice. To lead us toward our mission, our school community shares the following beliefs: <ul style="list-style-type: none"> • Students will learn when provided with authentic and rigorous learning opportunities. • Teachers will employ data based differentiated instruction focused on Assessment for Learning methods. • Students are successful when professional educators strive to be reflective practitioners committed to rigorous research based practices. • Students are the primary focus for all decisions regarding the efficient use of time and resources. • Staff, parents, and community will provide a safe and orderly learning environment for all students.

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Michelle Thompson		
Assistant Principal Representative	N/A		
Curriculum Facilitator	Salem Metzger	5/14/2014	2015-2016
Chair	William Budusky	5/14/2014	2015-2016
Parent Representative	Melissa Kerr	5/14/2014	2015-2016
Pre Kindergarten	William Budusky	5/14/2014	2015-2016
Kindergarten	Margie Pratt	5/15/2015	2016-2017
First	Stephanie Major (Secretary)	5/14/2014	2015-2016
Second	Maria Marble	5/14/2014	2015-2016
Third	Monica Frye	5/15/2015	2016-2017
Fourth	Sarah Foster	5/15/2015	2016-2017
Fifth	Ericka Conyers	5/15/2015	2016-2017
Specials	Glenn Hodgson	5/15/2015	2015-2016
EC	Candace Hudson	5/15/2015	2016-2017
ESOL	Cathy Spell	5/15/2015	2016-2017
MPPTL	Jeanna Hawkins	5/14/2014	2015-2016
Classified	Michelle Adams	5/14/2014	2015-2016

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

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410409

Hunter Elementary

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

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	34.2	40.8	47.4	53.9	60.5	67.1
AMERICAN INDIAN	16.7	25.0	33.4	41.7	50.0	58.4
ASIAN						
BLACK	35.9	42.3	48.7	55.1	61.5	68.0
HISPANIC	33.3	40.0	46.6	53.3	60.0	66.7
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	35.7	42.1	48.6	55.0	61.4	67.9
EDS	34.1	40.7	47.3	53.9	60.5	67.1
LEP	14.3	22.9	31.4	40.0	48.6	57.2
SWD	15.9	24.3	32.7	41.1	49.5	58.0
AIG	81.3	83.2	85.0	86.9	88.8	90.7
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	40.8	46.7	52.6	58.6	64.5	70.4
AMERICAN INDIAN	16.7	25.0	33.4	41.7	50.0	58.4
ASIAN						
BLACK	35.9	42.3	48.7	55.1	61.5	68.0
HISPANIC	44.4	50.0	55.5	61.1	66.6	72.2
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	42.9	48.6	54.3	60.0	65.7	71.5
EDS	40.8	46.7	52.6	58.6	64.5	70.4
LEP	36.5	42.9	49.2	55.6	61.9	68.3
SWD	18.2	26.4	34.6	42.7	50.9	59.1
AIG	95.0	95.5	96.0	96.5	97.0	97.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	18.5	26.7	34.8	43.0	51.1	59.3
AMERICAN INDIAN						
ASIAN						
BLACK	19.0	27.1	35.2	43.3	51.4	59.5
HISPANIC	22.2	30.0	37.8	45.5	53.3	61.1
2 OR MORE RACES						
WHITE	5.0	14.5	24.0	33.5	43.0	52.5
EDS	17.0	25.3	33.6	41.9	50.2	58.5
LEP	5.0	14.5	24.0	33.5	43.0	52.5
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	38.5	44.7	50.8	57.0	63.1	69.3

SUMMARY OF SCHOOL DATA ANALYSIS 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?

An analysis of the school's Comprehensive Needs Assessment indicates there are slight discrepancies for achievement among Black and Hispanic students. In Reading, Black students are out-performing Hispanic students. In Math and Science, Hispanic students are out-performing Black students. The differences narrow between these subgroups as the students reach fifth grade. Black students made progress in reaching proficiency in reading. The AG population reflects proficiency increases for reading and science. The fifth grade team worked hard this year to plan tightly using data based decisions which resulted in a very small range from highest to lowest results. The fifth grade team met their math and science AMO targets.

The Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading and Comprehension (TRC) composite results indicate that Hunter increased proficiency by 1%. Kindergarten and third grades composite results showed the greatest impact in increasing students at the proficient level and decreasing students who are below grade level. All racial subgroups show that proficient students increased. In kindergarten 64% grew from well below to Benchmarking for the mCLASS composite and data indicates success in growing 26% of the well below students to the Benchmarking level in DIBELS. Kindergarten data also indicates that 75% of students are proficient in basic phonemic awareness. The second and third grades met their end of year target goals for total reading comprehension which was the result of intensive instruction for all students in written comprehension.

The Leveled Literacy Intervention program targeted 146 students for reading intervention in first through fifth grades. As a result, 97% of those students served made growth in their independent reading level. There were 65 students who reached grade level proficiency and 23 students were exited from ESOL, due to proficiency progress measured by the World-Class Instructional Development and Design English Language Development Standards (WIDA).

The most current Teacher Working Condition Survey (TWC) results show that 89.2% of teachers believe that Hunter Elementary is a good place to work. Highlighted strengths indicate that rules are consistently enforced and students are aware of the expectations for their conduct. Teachers indicate that data is used to improve student learning. They also indicate that reflection is encouraged in an environment where there are high professional standards. They agree that the Professional Learning Communities work to develop and align instructional practices at a high level. The TWC areas that showed the greatest increases in agreement are that leadership has created an environment of trust and mutual respect and teachers feel they can raise issues and concerns that are important to leadership. Teachers recognize that efforts are made to protect their time from duties that interfere with their essential role to educate students and teacher's non-instructional time is sufficient.

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

An analysis of the data indicates each grade level across all tested subjects showed areas of strength and opportunity for growth. Fifth grade continues to raise the achievement of students in science and reading. Fourth grade showed increased proficiency in reading and math. Preliminary growth indicates third and fifth grades made great progress to increase student's average scale scores while fourth grade seemed to not have as much growth on scale scores. The data indicates that reading is slowly trending up and math is trending down.

There are gaps in achievement between Black and Hispanic racial groups but these gaps decrease for reading from third to fifth. Our Black student subgroup is higher than the Hispanic subgroup. The gaps exist in math but they increase from third to fifth and the Hispanic subgroup is higher than the Black subgroup. Because Hunter serves a high percent of Economically Disadvantage students, this subgroup mirrors the overall school results. There are gaps between our females and males in fourth and fifth grade, with females out performing the males in all subjects.

The Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading and Comprehension composite results indicate that Hunter increased proficiency by only 1%. First and second grades did not meet their DIBELS goals for end of year and kindergarten and first did not meet their target goals for TRC. The teachers report that this decrease in the end of year results for both DIBELS and TRC is the result of DIBELS testing being conducted by a mCLASS team for middle and end of year testing rather than classroom teachers.

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

North Carolina EVAAS growth data are not available at this time- will await release.
Need to disaggregate the results for students who attended the African American Male Enrichment programs- team working to compile this data.

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?

Priority Area 1:

1B) Increase literacy skills in all student subgroups kindergarten through fifth grade.

Priority Area 2:

2B) Increase math skills for all student subgroups as indicated on the math EOG third through fifth grade.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

Priority Area 3:

3B) Increase science skills for all student subgroups as indicated on the science EOG fifth grade.

Priority Area 4:

4B) Increase writing content skills for all student subgroups in grades k-5.

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) Increase literacy skills in all student subgroups kindergarten through fifth grade.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Hunter Elementary will increase student achievement in grades 3-5 ELA to 53.9%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
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).

Increase literacy proficiency by creating an environment for learning, helping students develop understanding, and helping students extend and apply knowledge using researched based strategies for increasing student achievement.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will read and utilize strategies from the Classroom Instruction that Works 2nd edition (read Spring 2015)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will complete survey on 9 effective strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teacher Leader team will compile data from the survey to plan for professional development	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Professional development will be planned for the half days on 9/16, 10/14, 2/17, 3/17	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teacher Leader team will be trained on observation walk throughs to capture use of the 9 effective strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Results from the Marzano walk through observations will be used to track progress and revise professional development plan	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) There will be a heavy focus on summarizing and note taking across all subjects to increase written comprehension	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Substitute pay for Title I paid teachers	Title I		\$1,210.87	\$0.00	\$0.00	\$0.00
9) Partner with faith partners, and corporate sponsors to coordinate tutors to work with African American Males	Title I		\$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) Train Teacher Leaders on GCS Walk Through document for peer observations	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Provide Teacher Leaders guidance and planning time to create professional development on the 9 Effective Practices	Title I		\$350.00	\$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) Hold Annual Title I Parent Night, "Crayons to College" on September 22 to communicate the schools priority areas and present the plan for how allocations and resources will be utilized to increase student achievement. Provide copies of the 9 Effective Strategies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

14) Plan for teachers to have time with families to review the 9 Effective Strategies, share classroom policies and procedures for classwork, homework and strategies for struggling students. Provide resources to parents to use at home to increase grade level skills.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Transition events will be held for rising kinders and rising sixth grade student sin the Spring of 2016	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Implement the GCS Instructional Framework for Plan. Teach. Evaluate at all grade level and department planning meetings related to ELA.

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) Principal will train entire staff on the Instructional Framework Plan. Teach. Evaluate 8/20	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Principal will create survey on the Core Concepts	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will complete the survey in their first grade level planning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Administrative team will compile survey results from each grade level and plan for differentiated support during grade level planning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Principal, Curriculum Facilitator and Literacy Specialist will attend grade level meetings to facilitate the Plan.Teach.Evaluate process with gradual release to the grade levels as the goal	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Principal, CF and Literacy Specialist will utilize The Data Teams Experience: A Guide to Effective Meetings text (10 copies of text needed)	Title I		\$300.00	\$0.00	\$0.00	\$0.00
7) Assign Mentors to all first and second year teachers as well as assign quality colleagues to teachers new to the school or district	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Continue to employ Reading Interventionist to teach struggling students using LLI and follow the Plan.Teach.Evaluate model to track progress (See Salary Worksheet)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Purchase additional Red kit for Leveled Literacy Intervention	Title I		\$5,500.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) The principal will train the staff on the Instructional Framework on August 20, 2015			\$0.00	\$0.00	\$0.00	\$0.00
11) Train Principal and administrative team on The Data Teams Experience process, sub pay for planning PD.			\$250.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Communicate to parents based on district expectations for the teaching learning.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Share student artifacts, work sample and pre and post assessment results with parents at various parent teacher meetings	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Communicate the commitment of the Principal, Teacher, Student and parent on the Home School Compact	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Prepare students using Common Core reading materials.

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) Purchase Ready NC CC ELA resource books (expense reflects ELA and Math Ready NC student)	Title I		\$3,669.00	\$0.00	\$0.00	\$0.00
2) Utilize passages weekly during instruction and independent ELA workshops	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Purchase NC CC Science/Literacy books to build students content level reading skills	Title I		\$1,400.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			\$0.00	\$0.00	\$0.00	\$0.00
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.			\$0.00	\$0.00	\$0.00	\$0.00
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?						
Completed surveys, compiled survey results, walk through observations, training agenda and training feedback cards, student writing samples						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Formative and Summative data will show progress from BOY, MOY and EOY. Records should indicate increased TRC literacy levels for students participating in the LLI program based on running records, DIBELS/TRC.

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?)

ELA 2014-2015 data indicates that k-2 DIBELS and TRC results show students held over the summer. Teachers will use DIBELS BOY to start scale back strategies for the rest of 2nd trimester. Interim Assessment #1 indicates that 3rd grade shows the greatest discrepancy with the district ELA averages. 4th and 5th grades are within 1-2% with the district averages but still slightly below (4th - 51.3%, 5th - 59.5%). The Intervention Facilitator continues to conduct daily FUNdations using the 2nd grade program with all 4th grade transitions students and others where warranted.

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

ELA - IA 2 data indicates that k-2 DIBELS and TRC results show students grew from BOY to MOY. TRC data showed a steady result and all GR and LLI groups have incorporated a written prompt at the end of each small group lesson. Interim Assessment #2 indicates that all grades are making slight progress in ELA but this continues to be an area where Hunter students struggle. Math and 5th grade science IA 2 shows great progress. Fifth grade has double digit growth in both science and math in all classes. Each of the classroom teachers have implemented progress monitoring using the MOY data. K-2 teachers have used the DIBELS/TRC scale back strategies. All AAM have been in LLI groups (unless reading below a level D). All AAM students in 2nd and 3rd grade have been invited for afterschool literacy tutoring using Foundations and Wordly Wise as the instructional materials. All AAM in 4th and 5th grades have been invited to attend the LEGO Story Writer program. The afterschool AAM initiative serves 49 students. The group has been meeting since February twice each week. We have introduced science investigations once each week using volunteer engineers from Sutton-Kennerly. All 3rd, 4th and 5th grade teachers have looked at the predictions for students based on the IA 2 results. This information has been used by teacher to ID student strengths and weaknesses. Individual conferences were held to discuss areas where students had relative strengths and how they could use this to increase their success. Groups and individual interventions were developed using this data.

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

Refer to Data Analysis Tab B

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

Teacher Leaders have presented 50% of the trainings based on Marzano's 9 Effective Strategies. The surveys indicate teachers are aware of the strategies and how to use them but only use them 1-2 times each week. We would like to increase the use of the effective strategies to daily.

LLI has been implemented for all 4th graders that are yellow or red. There are 152, 1st - 4th grade students in the LLI intervention program. The MOY data should provide information on the success of using interventionist to conduct LLI daily with all level yellow and most red students in grades 1st-4th.

FUNdations strategies have been incorporated and FUNdations tracker indicates the average classroom has increase by 20-30% on the assessments.

Wilson Fluency is being implement grades 2nd - 4th and progress tracker indicates 87 out of 117 students have reached their fluency goals and 111 out of 117 are showing improvement.

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?)

BOY 1st quarter shows that student cohorts are closer to the district average (3rd - 38.4%, 4th - 51.3%, 5th - 59.5%). Individual classrooms are within 1-2% of each other for performance, indicating that classrooms are tightly planned as teams. Student's ELA pre and post data are showing growth and teachers indicate through PEP and conferencing that students are moving up in their literacy skills. At this time the strategies will remain the same in class. The AAM students will begin working afterschool in enrichment club in February. 2nd and 3rd grade will utilize Wordly Wise to build tier 2 vocabulary and 4th and 5th grade will utilize the LEGO Writing program to increase speaking, listening and content writing skills.

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

Continue the afterschool AAM tutoring groups through May. Use MOY AI 2 ELA results to inform how to best increase student results using standards strengths and weaknesses. Determine LLI groups and adjust interventionists and groupings based on data. Exit any students who have reached grade level and enter students who have yet to be brought into the intervention program.

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

Refer to strategies and action steps

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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

The media specialist and the Reading specialists have organized and planned for a team to enter the Battle of the Books Competition. Books have been purchased and the afterschool group will meet regularly to read and discuss these challenging texts.

The School Improvement Intervention Plan has been created and in addition to the above noted strategies each grade level will focus on the following:

- K- LNF and FSF 10 minutes/day
- 1st-2nd – MWF, NWW, and DORF 10 minutes/day
- 3rd- 4th - DORF 10 minutes/day

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: **Hunter Elementary** School Number: **409**

Principal: Michelle Thompson

LEA Name/Number: Guilford County Schools (410)

Priority Area 1

1B) Increase literacy skills in all student subgroups kindergarten through fifth grade.

Improvement Strategy #1

Increase literacy proficiency by creating an environment for learning, helping students develop understanding, and helping students extend and apply knowledge using researched based strategies for increasing student achievement.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will read and utilize strategies from the Classroom Instruction that Works 2nd edition (read Spring 2015)	Select from drop down menu	Reading & Math			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will complete survey on 9 effective strategies	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Teacher Leader team will compile data from the survey to plan for professional development	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Professional development will be planned for the half days on 9/16, 10/14, 2/17, 3/17	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Teacher Leader team will be trained on observation walk throughs to capture use of the 9 effective strategies	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Results from the Marzano walk through observations will be used to track progress and revise professional development plan	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) There will be a heavy focus on summarizing and note taking across all subjects to increase written comprehension	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Substitute pay for Title I paid teachers	Instruction by Highly Qualified Teachers	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$1,210.87				\$0.00				\$0.00	\$1,210.87
9) Partner with faith partners, and corporate sponsors to coordinate tutors to work with African American Males	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$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) Train Teacher Leaders on GCS Walk Through document for peer observations		Reading & Math			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Provide Teacher Leaders guidance and planning time to create professional development on the 9 Effective Practices		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$350.00				\$0.00				\$0.00	\$350.00
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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

13) Hold Annual Title I Parent Night, "Crayons to College" on September 22 to communicate the schools priority areas and present the plan for how allocations and resources will be utilized to increase student achievement. Provide copies of the 9 Effective Strategies.	1) Convene a Title I Annual public meeting. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Plan for teachers to have time with families to review the 9 Effective Strategies, share classroom policies and procedures for classwork, homework and strategies for struggling students. Provide resources to parents to use at home to increase grade level skills.	9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15) Transition events will be held for rising kinders and rising sixth grade student sin the Spring of 2016	5) Provide regular opportunities for parents to meet with school staff. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$1,560.87

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Implement the GCS Instructional Framework for Plan, Teach, Evaluate at all grade level and department planning meetings related to ELA.

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) Principal will train entire staff on the Instructional Framework Plan, Teach, Evaluate 8/20	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Principal will create survey on the Core Concepts	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will complete the survey in their first grade level planning	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Administrative team will compile survey results from each grade level and plan for differentiated support during grade level planning	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Principal, Curriculum Facilitator and Literacy Specialist will attend grade level meetings to facilitate the Plan, Teach, Evaluate process with gradual release to the grade levels as the goal	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Principal, CF and Literacy Specialist will utilize The Data Teams Experience: A Guide to Effective Meetings text (10 copies of text needed)	Schoolwide Reform Strategies	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$300.00				\$0.00				\$0.00	\$300.00
7) Assign Mentors to all first and second year teachers as well as assign quality colleagues to teachers new to the school or district	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Continue to employ Reading Interventionist to teach struggling students using LLI and follow the Plan, Teach, Evaluate model to track	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Purchase additional Red kit for Leveled Literacy Intervention	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$5,500.00				\$0.00				\$0.00	\$5,500.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) The principal will train the staff on the Instructional Framework on August 20, 2015		Reading & Math			\$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) Train Principal and administrative team on The Data Teams Experience process, sub pay for planning PD.		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$250.00				\$0.00				\$0.00	\$250.00
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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

13) Communicate to parents based on district expectations for the teaching learning.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Share student artifacts, work sample and pre and post assessment results with parents at various parent teacher meetings	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15) Communicate the commitment of the Principal, Teacher, Student and parent on the Home School Compact	7) Develop School-Parent compacts. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$6,050.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Prepare students using Common Core reading materials.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Purchase Ready NC CC ELA resource books (expense reflects ELA and Math Ready NC student)	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$3,669.00	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	\$3,669.00
2) Utilize passages weekly during instruction and independent ELA workshops	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Purchase NC CC Science/Literacy books to build students content level reading skills	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$1,400.00				\$0.00				\$0.00	\$1,400.00
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)					\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$5,069.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	Increase math skills for all student subgroups as indicated on the math EOG third through fifth grade.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	In June 2016, Hunter Elementary will increase student achievement in grades 3-5 Math to 64.5%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
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

Increase Math proficiency in all grades K-5 by exposing students CCSS math instruction using the Everyday Math 4 instructional program.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Purchase EM 4 materials and resources for K through fifth grade	Title I		\$15,419.94	\$0.00	\$0.00	\$0.00
2) Implement the EM 4 program K through fifth	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will utilize the program pre and post assessments for each unit to inform instructional decisions	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize the EM 4 Math Journals to write across the math curriculum	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize the My Reference Book with all students to help them understand the literacy of math concepts	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Conduct transition activities for entering Kindergarteners and fifth graders going to middle school	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) Train all math teachers on use of the EM 4 program math manipulatives (date TBD Manipulative Materials for training)	Title I		\$15,835.90	\$0.00	\$0.00	\$0.00
11) Ongoing EM 4 staff development as needed during PLC	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.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

13) Provide parents with overview of the EM 4 program (Explanation of the Home School Connect nightly homework)	Title I		\$500.00	\$0.00	\$0.00	\$0.00
14) Send home nightly EM 4 Home School Connects math work/activities	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Hold an EM 4 Math Games Night in the Fall	Title I		\$1,200.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Prepare students using Common Core materials and higher order questioning and tasks.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Purchase Ready NC CC Math books	Title I		\$3,669.00	\$0.00	\$0.00	\$0.00
2) Utilize sample problems weekly during instruction and independent Math workshop time (expense showing under ELA due to workbook missing Strategy #2)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Purchase Critical Minds Depths of Knowledge Wheel	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Train new teachers on how to plan for student led conferences.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Train teachers to write DOK 3 and 4 level questions, tasks and prompts	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	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) Meet with parents at least twice a year face to face to discuss child's progress.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Student led conferences are held twice a year.	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)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Unit assessments, classroom assessments, lesson plans, observations, pre/post assessments						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
The data listed above will be analyzed to show progress or areas of improvement.						
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?)						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

BOY 1st quarter shows that student cohorts are closer to district average in 4th and 5th (4th- 38.5%, 5th - 36.3%). Individual classrooms are within 1-2% of each other for performance, indicating that classrooms are tightly planned as teams. Students Math pre and post data are showing growth and teachers indicate through PEP updates and conferencing that students are moving up in their math skills. Third grade shows the greatest difference with the district average. Teachers will work with CF and principal to drill down at each taught standard to determine next steps.

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

MOY AI 2 shows that student cohorts are closing the gap between the district average in all grades (3rd- 37%, 4th- 41.5%, 5th - 53.3%). The fifth grade teacher results have exceeded the district averages in reading and math. Individual classrooms continue to be within 1-2% of each other for performance, indicating that classrooms are tightly planned as teams. Students Math pre and post data are showing growth and teachers indicate through PEP updates and conferencing that students are moving up in their math skills. Third grade shows the greatest difference with the district average. Teachers will continue to work with CF and principal to drill down at each taught standard to determine next steps.

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

Refer to Data Analysis Tab B

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

Everyday Math 4 materials are in full use for grades k-4. 5th Grade is using the Core Curriculum and the Power Standards to provide necessary supports since so much of the strategies and programing is taught prior to the 5th grade. Grades k-4th are using the Assessment Tracker feature to track results of unit assessments and to progress monitor results.

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?)

At this time we will drill down to research taught standards at 3rd grade. Teachers will plan for reteaching and remediation based on OFIs.

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

Continue to utilize Pre and Post assessments. As the teachers are completing the units they will use the Math Coach EOG prep workbooks to review and spiral the covered material.

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

Refer to strategies and action steps above.

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

The Home School EM4 Connections are working with families and Leadership decided to utilize the Title Funding set aside for an Everyday Math Event on a Reading family outreach event. Continue to monitor implementation using Assessment Tracker.

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: **Hunter Elementary**
Principal: Michelle Thompson
LEA Name/Number: Guilford County Schools (410)

School Number: **409**

Priority Area 2

Increase math skills for all student subgroups as indicated on the math EOG third through fifth grade.

Improvement Strategy #1

Increase Math proficiency in all grades K-5 by exposing students CCSS math instruction using the Everyday Math 4 instructional program.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Purchase EM 4 materials and resources for K through fifth grade	Schoolwide Reform Strategies	Math	Supplies & Materials	3-5330-050-411	\$15,419.94	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	\$15,419.94
2) Implement the EM 4 program K through fifth	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will utilize the program pre and post assessments for each unit to inform instructional decisions	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will utilize the EM 4 Math Journals to write across the math curriculum	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will utilize the My Reference Book with all students to help them understand the	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Conduct transition activities for entering Kindergarten and fifth graders going to	Transition Activities (PreK-K; 5th-6th; 8th-9th)	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) Train all math teachers on use of the EM 4 program math manipulatives (date TBD Manipulative Materials for training)		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$15,835.90	Select from drop down			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$15,835.90
11) Ongoing EM 4 staff development as needed during PLC			Select budget category from drop down menu.		\$0.00				\$0.00				\$0.00	\$0.00
12)			Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide parents with overview of the EM 4 program (Explanation of the Home School Connect nightly homework)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Math	Parent - Supplies & Materials	3-5880-050-411	\$300.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$300.00
14) Send home nightly EM 4 Home School Connects math work/activities	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Math							\$0.00				\$0.00	\$0.00
15) Hold an EM 4 Math Games Night in the Fall	5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement.	Math	Parent - Supplies & Materials	3-5880-050-411	\$1,200.00				\$0.00				\$0.00	\$1,200.00
													Subtotal #1:	\$32,755.84

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Prepare students using Common Core materials and higher order questioning and tasks.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Purchase Ready NC CC Math books	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$3,669.00	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	\$3,669.00
2) Utilize sample problems weekly during instruction and independent Math workshop	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Purchase Critical Minds Depths of Knowledge Wheel					\$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) Train new teachers on how to plan for student led conferences.		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) Train teachers to write DOK 3 and 4 level questions, tasks and prompts					\$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) Meet with parents at least twice a year face to face to discuss child's progress.	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Student led conferences are held twice a year.					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$3,669.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

(Enter Improvement Strategy #3)

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)	Schoolwide Reform Strategies	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2)					\$0.00				\$0.00				\$0.00	\$0.00
3)					\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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

Priority Area 4	Increase writing content skills for all student subgroups in grades 3-5.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Hunter Elementary will increase student achievement in grades 3-5 ELA to 53.9%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	
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

Use Keys to Content Writing in second-fifth grades and Writers Workshop with Kindergarten and first grade to increase students written comprehension and skill.

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) Principal will share school wide written comprehension initiative 8/18			\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will be provided composition books for every student with suggestions for writing in the content areas			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will hold high expectations for students to write across all content areas as an activating and closing strategies as well as to check			\$0.00	\$0.00	\$0.00	\$0.00
4) Incorporate writing in GR and LLI to build success in written comprehension			\$0.00	\$0.00	\$0.00	\$0.00
5) Journals will be used in planning as artifacts of student understanding to align to the Plan.Teach.Evaluate Instructional Framework			\$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) Train third grade teachers and new fourth grade teacher in Keys to Content Writing during PLC			\$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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Share Journals and writing samples with parents at Crayons to College night, student led conferences and parent teacher conferences			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES						
IMPROVEMENT STRATEGY #3						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$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?						
Completed surveys, compiled survey results, walk through observations, training agenda and training feedback cards, student writing samples						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Formative and Summative data will show progress from BOY, MOY and EOY. Records should indicate increased TRC literacy levels for students participating in the LLI program based on running records, DIBELS/TRC.

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?)

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

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

New Strategy to assist with Priority 1 Literacy goal

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

All grade levels and specials classes have implemented writing across the curriculum during their class times. Each student maintains a journal with writing from each content area. Teachers provide immediate feedback on written responses completed during guided reading.

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?)

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

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

New Strategy to assist with Priority 1 Literacy goal

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

In order to progress monitor the increased proficiency with TRC writing prompts, teachers will be trained how to appropriately and regularly model writing to the prompts. Teachers will utilize and provide students with TRC Written Response Rubrics. Teachers will formally score 1 response each week for students who are not proficient due to written response (level J and above). Results from the scoring will be submitted weekly to the CF.

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

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

School Name: **Hunter Elementary**

Principal: Michelle Thompson

LEA Name/Number: Guilford County Schools (410)

School Number: **409**

Priority Area 4														
Increase writing content skills for all student subgroups in grades 3-5.														
Improvement Strategy #1														
Use Keys to Content Writing in second-fifth grades and Writers Workshop with Kindergarten and first grade to increase students written comprehension and skill.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Purchase replacement materials for LEGO StoryStarter kits (replace materials for 5 kits)	Activities for children experiencing difficulty				\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will be provided composition books for every student with suggestions for writing in the content areas	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will hold high expectations for students to write across all content areas as an activating and closing strategies as well as to check understanding.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Incorporate writing in GR and LLI to build success in written comprehension	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
5) Journals will be used in planning as artifacts of student understanding to align to the Plan, Teach, Evaluate Instructional Framework	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
6)	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
7)	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
8)	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
9)	Activities for children experiencing difficulty				\$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) Train third grade teachers and new fourth grade teacher in Keys to Content Writing during PLC		Reading			\$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)		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Share Journals and writing samples with parents at Crayons to College night, student led conferences and parent teacher conferences	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan.		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)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).				\$0.00				\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

15)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading								\$0.00				\$0.00	\$0.00
														Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

0														
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)	Instruction by Highly Qualified Teachers	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 budget category from drop down menu		\$0.00	\$0.00
2)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6)	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
7)	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
8)	Schoolwide Reform Strategies	Reading			\$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 budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)		Reading			\$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)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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.		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)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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.				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00

2015-2016 TITLE I POSITION SALARY WORKSHEET (1-6)

School Name/Number:	Hunter Elementary						409	
Principal:	Michelle Thompson							
LEA Name/Number:	Guilford County Schools (410)							

Position #	#1	#2	#3	#4	#5	#6	BUDGET CODES
Employee Number:	000147206	000132998	000147210				
Last Name of Title I Paid Person	Knight-Everhart	Fray	Doty				
First Name of Title I Paid Person	Heather	Suzanne	Zane				
Position	Teacher	Social Worker	Teacher				
Position Number:	028911	022810	028846				
Budget Account Code	3-5330-050-121	3-5320-050-131	3-5330-050-121	#N/A	#N/A	#N/A	
Select Title I Subject to match Smart Goal Area	Reading & Math	Reading & Math	Reading & Math	Select goal alignment	Select goal alignment	Select goal alignment	
Grade Level	3rd		2nd				
Subject Licensed	K-6		K-6				
Certified or Non-Certified	Certified	Certified	Certified				
Years Experience	2	22	2				
Certificate Type/Pay Grade	Bachelor's (A)	Master's (M)	Bachelor's (A)				
Months Employed	10	10	10				
Regular GCS Employee	Yes	Yes	Yes				
% Title I Paid	100%	50%	60%				
% Paid by Other Sources	0%	50%	40%				
Monthly Salary	\$3,498.00	\$2,710.95	\$2,098.80	\$0.00	\$0.00	\$0.00	Salary - Supplementary Pay 3-5330-050-181
Monthly Local Supplement	\$461.10	\$271.89	\$276.66	\$0.00	\$0.00	\$0.00	
Base Salary for Year	\$34,980.00	\$27,109.50	\$20,988.00	\$0.00	\$0.00	\$0.00	Payroll - Longevity Pay 3-5330-050-184
Supplement for Year	\$4,611.00	\$2,718.90	\$2,766.60	\$0.00	\$0.00	\$0.00	
Annual Salary plus Supplement	\$39,591.00	\$29,828.40	\$23,754.60	\$0.00	\$0.00	\$0.00	Payroll - Social Security 3-5330-050-211
Longevity %	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Payroll - Retirement 3-5330-050-221
Longevity Amount	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Payroll - Hospitalization Ins. 3-5330-050-231
Total Adjusted Annual Salary	\$39,591.00	\$29,828.40	\$23,754.60	\$0.00	\$0.00	\$0.00	
FICA 7.65%	\$3,028.71	\$2,281.87	\$1,817.23	\$0.00	\$0.00	\$0.00	
Retirement 15.67%	\$6,203.91	\$4,674.11	\$3,722.35	\$0.00	\$0.00	\$0.00	FTE Total 2.10
Health Insurance	\$5,479.00	\$2,739.50	\$3,287.40	\$0.00	\$0.00	\$0.00	
Total Benefits	\$14,711.62	\$9,695.48	\$8,826.97	\$0.00	\$0.00	\$0.00	Base Salary for Year-Social Worker
Total Cost of Position	\$54,302.62	\$39,523.88	\$32,581.57	\$0.00	\$0.00	\$0.00	Salary - Supplementary Pay 3-5320-050-181
FTEs	1.00	0.50	0.60	0.00	0.00	0.00	Total Adjusted Annual Salary
% of Total Cost to count for Prof. Dev. Set-Aside	5%		5%				Payroll - Longevity Pay 3-5320-050-184
% of Total Cost to count for Parent Inv. Set-Aside		10%					Longevity Amount
Position Number of Trade-off Teacher:	015167		028910				Payroll - Social Security 3-5320-050-211
If trade-off, name of Title I Teacher	Laura Westover		Jeanna Hawkins				Payroll - Retirement 3-5320-050-221
If trade-off, grade of Title I Teacher							Payroll - Hospitalization Ins. 3-5320-050-231
If trade-off, subject of Title I Teacher							Total Benefits
	PI	\$3,952					
	PD	\$2,715	\$1,629				Salary - Teacher 3-5330-050-121
							Salary - Lead Teacher/Curriculum Facilitator 3-5330-050-135



TOTALS	Base Salary for Year-Guidance Counselor		\$0.00
	Salary - Supplementary Pay	3-5830-050-181	\$0.00
	Total Adjusted Annual Salary		\$0.00
	Payroll - Longevity Pay	3-5830-050-184	\$0.00
	Longevity Amount		\$0.00
	Payroll - Social Security	3-5830-050-211	\$0.00
	Payroll - Retirement	3-5830-050-221	\$0.00
	Payroll - Hospitalization Ins.	3-5830-050-231	\$0.00
	Total Benefits		\$0.00
	Base Salary for Year-Technology Assistant		\$0.00
	Total Adjusted Annual Salary		\$0.00
	Payroll - Longevity Pay	3-5860-050-184	\$0.00
PRC 050	Longevity Amount		\$0.00
\$55,968.00	Payroll - Social Security	3-5860-050-211	\$0.00
\$7,377.60	Payroll - Retirement	3-5860-050-221	\$0.00
\$63,345.60	Payroll - Hospitalization Ins.	3-5860-050-231	\$0.00
\$0.00	Total Benefits		\$0.00
\$63,345.60			
\$4,845.94	Base Salary for Year- Parent Inv./CIS/Youth Coord.		\$0.00
\$9,926.26			
\$8,766.40	Total Adjusted Annual Salary		\$0.00
\$23,538.59	Payroll - Longevity Pay	3-5880-050-184	\$0.00
\$86,884.19	Longevity Amount		\$0.00
	Payroll - Social Security	3-5880-050-211	\$0.00
\$27,109.50	Payroll - Retirement	3-5880-050-221	\$0.00
\$2,718.90	Payroll - Hospitalization Ins.	3-5880-050-231	\$0.00
\$29,828.40	Total Benefits		\$0.00
\$0.00			
\$29,828.40			
\$2,281.87			
\$4,674.11			
\$2,739.50			
\$9,695.48			
\$55,968.00			
\$0.00			

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Hunter Elementary**
Principal: Michelle Thompson
LEA: Guilford County Schools (410)

School Number: **409**

PRC 050 Allocation	\$175,512.79
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Parent Involvement Set-Aside	\$3,156.79
Budgeted Parent Involvement	\$5,844.21
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$5,170.68
Budgeted Professional Development	\$20,645.65
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	409 Salary - Social Worker	\$27,109.50
	3-5320-050-181-	409 Payroll - Supplementary Pay (5320)	\$2,718.90
	3-5320-050-184-	409 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	409 Payroll - Social Security/FICA (5320)	\$2,281.87
	3-5320-050-221-	409 Payroll - Retirement (5320)	\$4,674.11
	3-5320-050-231-	409 Payroll - Hospitalization Ins. (5320)	\$2,739.50
	3-5330-050-121-	409 Salary - Teacher	\$55,968.00
PD	3-5330-050-125-	409 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	409 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	409 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	409 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	409 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	409 Salary - Substitute Pay (NOT Professional Development)	\$1,124.82
PD	3-5330-050-163-	409 Salary - Substitute Pay (Professional Development)	\$557.36
	3-5330-050-181-	409 Payroll - Supplementary Pay (5330)	\$7,377.60
	3-5330-050-184-	409 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	409 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	409 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	409 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	409 Payroll - Social Security/FICA (5330)	\$4,974.63
	3-5330-050-221-	409 Payroll - Retirement (5330)	\$9,926.26
	3-5330-050-231-	409 Payroll - Hospitalization Ins. (5330)	\$8,766.40
	3-5330-050-311-	409 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	409 Staff Dev/Workshop Expenses**	\$16,135.90
	3-5330-050-314-	409 Printing & Binding	\$0.00
	3-5330-050-326-	409 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	409 Field Trips	\$0.00
PD	3-5330-050-352-	409 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	409 Membership Dues & Fees	\$0.00
	3-5330-050-411-	409 Supplies & Materials	\$29,657.94
	3-5330-050-414-	409 Library Books	\$0.00
	3-5330-050-418-	409 Computer Software & Supplies	\$0.00
	3-5330-050-461-	409 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	409 Computer Equipment	\$0.00
	3-5330-050-541-	409 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	409 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	409 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	409 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	409 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	409 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	409 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	409 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	409 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	409 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	409 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	409 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	409 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	409 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	409 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	409 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	409 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	409 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	409 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	409 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	409 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	409 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	409 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	409 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	409 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	409 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	409 Parent - Postage	\$0.00
PI	3-5880-050-411-	409 Parent - Supplies & Materials	\$1,500.00
PI	3-5880-050-459-	409 Parent - Other Food Purchases	\$0.00
	3-6550-050-331-	409 Pupil Transportation - Contracted	\$0.00
			\$175,512.79
			TOTAL BUDGET
			\$0.00
			DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$126,536.76
			Position Total
			\$48,976.02
			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:

Hunter Elementary

School Number: 409

School Address:

1305 Merritt Dr., Greensboro, NC 27407

Principal:

Michelle Thompson

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Beth Menefee and Bettie Moore	Annually	12/1/2015
Pre-Crisis Checklist	Beth Menefee	Annually	12/2/2015
After Hours Emergency Contact List	Beth Menefee and Michelle Thompson	Annually	10/16/2015
Register Principal for Sex-Offender Registry Notifications	Michelle Thomspson	Annually	8/16/2015
Diabetic Training for Staff	Kathy Spell	Annually	10/13/2015
Distribute/Explain Crisis Plan to Staff	Beth Menefee	Annually	9/11/2015
Distribute/Explain Code of Conduct	Salem Metzger	Annually	9/11/2015
Tornado Drill	Beth Menefee	Annually	9/11/2015
Conduct Student Safety Perception Survey	Salem Metzger	Annually	9/9/2015
Train staff on Emergency Notification Network deployment	Beth Menefee	Annually	10/13/2015
Lock-down Drills	Beth Menefee	Bi-Annually	9/1/2015
Safety Inspection	Jeff Jones/Beth Menefee	Bi-Annually	9/2/2015
Alternate Route Fire Drill	Jeff Jones/Beth Menefee/Bettie Moore	Bi-Annually	10/13/2015
Playground Inspection	Jeff Jones/Beth Menefee	Bi-Annually	9/18/2015; 11/16/2015
Fire Drill / Sanitation Inspection	Jeff Jones/Beth Menefee	Monthly	9/18/2015; 10/23/2015; 11/6/2015
Fire Extinguishers Inspection	Jeff Jones	Monthly	9/18/2015; 10/23/2015; 11/6/2015
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Michelle Thompson and Laura Ayers	Monthly	09/15/2015; 10/20/2015; 11/17/2015
Automated External Defibrillator (AED) Inspection	Beth Menefee/Bettie Moore	Monthly	9/18/2015; 10/23/2015; 11/6/2015
Discipline Incidents in PowerSchool	Whitney Neal	Ongoing	
Volunteer Background Checks	Suzanne Fray	Ongoing	
Monitor Visitor Check-In	Bettie Moore/Eliana Jones	Ongoing	
Monitor Arrival and Dismissal of Students	Laura Ayers/Michelle Thompson/Salem Metzger	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

Monitor Sex Offender Registry	Michelle Thompson/Beth Menefee	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Mcihelle Thompson	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.

HUNTER ELEMENTARY SCHOOL -SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	27,109.50		7,861.50	19,248.00
PAYROLL - BONUS PAYMENT 5320	3-5320-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	2,718.90		783.00	1,935.90
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	2,310.56		552.01	1,758.55
PAYROLL - RETIREMENT 5320	3-5320-050-221	4,536.90		1,319.07	3,217.83
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	2,689.00		1,344.36	1,344.64
SALARY - TEACHER	3-5330-050-121	55,968.00		16,800.00	39,168.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	1,124.80		480.00	644.80
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	92.90		0.00	92.90
PAYROLL - BONUS PAYMENT 5330	3-5330-050-180	1,200.00		0.00	1,200.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	7,377.60		1,872.00	5,505.60
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	5,030.91		1,461.41	3,569.50
PAYROLL - RETIREMENT 5330	3-5330-050-221	9,634.86		2,847.72	6,787.14
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	8,604.80		1,344.36	7,260.44
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	15,835.90	0.00	15,722.69	113.21
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	640.76	0.00	0.00	640.76
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	28,969.29	13,591.94	15,377.35	0.00
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,293.11	0.00	0.00	1,293.11
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	0.00	0.00	0.00	0.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	175,512.79	13,591.94	67,765.47	94,155.38
					94,155.38
PAYROLL TOTALS	44	128,773.73	0.00	36,665.43	92,108.30
NON-PAYROLL TOTALS	20	46,739.06	13,591.94	31,100.04	2,047.08
TOTAL	64	175,512.79	13,591.94	67,765.47	94,155.38