



Guilford  
County Schools

**Low Performing School Addendum**

School Location: **Irving Park**

- Goal 1:** By June 2016, our African American population will increase reading proficiency to 48.4% up from 38.6% as measured by proficiency on EOG's and DIBELS.
- Goal 2:** By June 2016, IPE will increase math proficiency from 45.10% to 59.5% and close the achievement gap between African American and other students by 14% as measured by proficiency on EOG's and CBMs.
- Goal 3:** By June 2016, IPE will increase reading proficiency from 15.0% to 34.7% and close the achievement gap with LEP students as measured by proficiency on EOG's and DIBELS.

**Regional Support:**

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

**Central Office Support:**

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

## 2014-16 SCHOOL IMPROVEMENT PLAN

<b>School Name</b>	<b>Irving Park Elementary</b>	<b>School Number</b>	<b>412</b>
<b>School Address</b>	1310 Sunset Drive, Greensboro, NC 27408		
<b>Principal</b>	Cynthia McKee		
<b>District Name/State Local Education Agency (LEA) Number</b>	Guilford County Schools (410)		
<b>Date of Initial School Staff Vote of Approval</b>	8/20/2014; 8/19/2015		
<b>Date of Last Review/Update</b>	8/17/2015; 11/19/2015		
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Board of Education Authority Signature</b>	_____ (Signature On File)		

### School Vision and Mission Statement

<b>Vision</b>
All Pirates will achieve their full potential, academically and socially, in a safe and positive learning environment.
<b>Mission Statement</b>
Irving Park provides a high quality learning environment through STEAM, character education and respect for diversity in an ever-changing world.

### District and State Goal Alignment

<b>Guilford County Schools Strategic Plan 2016, Area I: <b>Personalized Learning</b></b>
<i>Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.</i>
<b>Guilford County Schools Strategic Plan 2016, Area II: <b>Character, Service and Safety</b></b>
<i>Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.</i>
<b>Guilford County Schools Strategic Plan 2016, Area III: <b>Parent, Family and Community</b></b>
<i>Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.</i>
<b>Guilford County Schools Strategic Plan 2016, Area IV: <b>Educator and Organizational Excellence</b></b>
<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	Cynthia McKee		
Assistant Principal Representative	Crystal Gregory		
Instructional Support Staff Representative	Johnathan Drye	May-15	2015-2016 and 2016 - 2017
Teacher Assistant Representative	Melissa Erkenbeck	May-14	2014-2015 and 2015-2016
Parent Representative	Katie Lakey	May-15	2015-2016
Parent Representative	Eloise Porter	14-May	2014-2015 and 2015-2016
Parent Representative	Jennifer Bradley	May-15	2014-2015 and 2015-2016
Instructional Staff Representative	Marieke Maccione	May-15	2015-2016 and 2016 - 2017
Instructional Staff Representative	Debra Lake	May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Sylvia Leftwich	May-15	2015-2016 and 2016 - 2017
Instructional Staff Representative	Tiffany Cotton	May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Liz Mitchell	May-15	2015-2016 and 2016 - 2017
Instructional Staff Representative	Anne B. Trent	May-14	2014-2015 and 2015-2016
Instructional Support Staff Representative	Sandy Hunt	14-May	2014-2015 and 2015-2016
Instructional Staff Representative	Mary Overbey	May-14	2014-2015 and 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

410412

Irving Park Elementary

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

### TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	40.3	46.3	52.2	58.2	64.2	70.2
AMERICAN INDIAN						
ASIAN	15.0	23.5	32.0	40.5	49.0	57.5
BLACK	26.3	33.7	41.0	48.4	55.8	63.2
HISPANIC	20.0	28.0	36.0	44.0	52.0	60.0
2 OR MORE RACES	43.8	49.4	55.0	60.7	66.3	71.9
WHITE	71.4	74.3	77.1	80.0	82.8	85.7
EDS	24.9	32.4	39.9	47.4	54.9	62.5
LEP	6.7	16.0	25.4	34.7	44.0	53.4
SWD	5.8	15.2	24.6	34.1	43.5	52.9
AIG	87.5	88.8	90.0	91.3	92.5	93.8
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	42.2	48.0	53.8	59.5	65.3	71.1
AMERICAN INDIAN						
ASIAN	27.5	34.8	42.0	49.3	56.5	63.8
BLACK	21.1	29.0	36.9	44.8	52.7	60.6
HISPANIC	28.6	35.7	42.9	50.0	57.2	64.3
2 OR MORE RACES	43.8	49.4	55.0	60.7	66.3	71.9
WHITE	75.2	77.7	80.2	82.6	85.1	87.6
EDS	28.1	35.3	42.5	49.7	56.9	64.1
LEP	24.4	32.0	39.5	47.1	54.6	62.2
SWD	11.5	20.4	29.2	38.1	46.9	55.8
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	43.6	49.2	54.9	60.5	66.2	71.8
AMERICAN INDIAN						
ASIAN	25.0	32.5	40.0	47.5	55.0	62.5
BLACK	24.4	32.0	39.5	47.1	54.6	62.2
HISPANIC	30.8	37.7	44.6	51.6	58.5	65.4
2 OR MORE RACES	40.0	46.0	52.0	58.0	64.0	70.0
WHITE	75.6	78.0	80.5	82.9	85.4	87.8
EDS	25.9	33.3	40.7	48.1	55.5	63.0
LEP	5.0	14.5	24.0	33.5	43.0	52.5
SWD	13.6	22.2	30.9	39.5	48.2	56.8
AIG	94.6	95.1	95.7	96.2	96.8	97.3

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

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

Target subgroups for this school year were our African American, Asian and Hispanic (LEP). Reading shows our Asian subgroup at 33.3% surpassing the goal of 32%, however our AA and LEP groups did not hit the Reading target on EOG's. However, in DIBELS, our LEP and AAM groups made significant gains from BOY to EOY. K, 1, 4 LEP had above average growth, while AAM K,3,5 had above average growth. Math targets were surpassed with our African American and Hispanic groups. while Asian and LEP fell short of their target goal. 39% of Irving Park hold an advanced degree, 8 staff members are NBCT, and 100% of our teachers are Highly Qualified. According to the Teacher Working Conditions Survey 100% of the teachers agree that students understand expectations for conduct, 100% agree that administration supports the effort to maintain discipline, 100% agree that they work in a safe environment, and 100% agree that teachers use assessment data to inform instruction. To have a comprehensive, cohesive behavior plan, the staff and Leadership team developed a new behavior matrix for our school. This was completed as a whole staff and Leadership in late winter. The new matrix helped with guidelines and made a positive difference in our school and community.

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

Upon analysis of data we have noticed the following areas for improvement. 1) Need to focus on NWF skills and fluency on DIBELS for our 1st grade students. The level of content difficulty increases during this school year. We must focus on the skills that are shown historically to be difficult to increase our proficiency rate from BOY to EOY. 2) Reading gaps still show with our African American, Asian and Hispanic subgroups when compared to our Caucasian subgroup. While we did not meet our 14-15 target in reading on 2 of 3 of these groups, we still show a significant gap among these subgroups. We met our target subgroups in 1 of 3 (Asian) for Reading and Science. We know that 4th grade math scores were very low compared to 3rd and 5th. We will set goals and targets in all grade levels specifically looking at data in 4th grade and changing planning of instruction. Through data analysis, whole group and small group reading will change to a more skill based instruction. We noticed that pull out instruction did not work well from students during whole group instruction because students were obtaining gaps within their learning of grade level content. Small group instruction focuses more on the students instructional level and we will focus our pull out instruction during this time to incorporate more skill base instruction.

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

We will continue to work on formal math assessment data using common formative assessments (CFA's) in all grade levels. PLC time will be used to develop CFA's throughout the course of the year for units of study.

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

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

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 1</b>	1B) Reading (AA Students)
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, our African American population will increase reading proficiency to 48.4% up from 38.6% as measured by proficiency on EOG's and DIBELS
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2015, our African American population will increase reading proficiency to 41.0% up from 38.6% as measured by proficiency on EOG's and DIBELS
<b>GCS 2016 Strategic Plan Alignment</b>	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

Monitor and share discipline and academic data for African American populations to focus on disproportionality.

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) Previous year's data will be examined by sub group. Each teacher will become aware of each child's data that they serve.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) 1 1/2 reading specialists will be hired to work with students to provide additional instruction in reading skills. Substitutes will be provided when teachers are absent for days other than PD.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Ensure that the master schedule provides Guided Reading for every class each day. Teacher assistants will be provided by grade level during guided reading time.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Hold Quarterly data meetings with staff to reflect upon data and next steps	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Through AAM workshops, staff will become culturally aware of the students that they serve.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) 1/2 time Social Worker will be hired to work with families to address attendance			\$0.00	\$0.00	\$0.00	\$0.00
7) Highly qualified substitutes will be hired for Title I paid positions absent due to illness.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
			\$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) Data days to examine current assessment data	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) AAM staff to examine data with staff members to concentrate on specific needs	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Student led conference/Parent night	Title I		\$2,937.56	\$0.00	\$0.00	\$0.00
14) Connect Ed weekly with translations in other languages as permitted	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #2

Increase the rigor of student literacy through culturally relevant materials through writing and questioning while increasing the number of students at or above the DIBELS composite Benchmark by 7%.

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) Staff members will review the data at the beginning of the school year for accuracy of where each child begins. Teachers will create CFAs to monitor student progress of the standards	Title I Focus		\$0.00	\$0.00	\$0.00	\$0.00
2) Grade levels will plan lessons together during PLC and grade level meetings that reflect intentional and regular DOK questions/activities and writing	Title I Focus		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide 2 all day data days for each teacher.	Title I		\$6,000.00	\$0.00	\$0.00	\$0.00
4) Mindplay implementation			\$0.00	\$0.00	\$0.00	\$0.00
5) Reading A to Z license; Reading 3D license; Flocabulary License	Title I		\$10,400.00	\$0.00	\$0.00	\$0.00
6) Bi-Weekly STEAM lesson planning for student engagement that include higher level questioning and writing	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will utilize writing in all subjects to determine comprehension of understanding of concept (ex. Quick write, ticket out the door)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Lesson plans will include higher level questions based on Depth of Knowledge Question Stems	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Media Center reading books/materials to enhance AA cultural diversity section to increase student engagement in reading	Title I		\$6,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) PLC data discussion and analysis, including data day analysis	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Staff will attend workshops/conferences/school visitations as needed	Title I		\$600.00	\$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) Student Led Conferences 1 time per year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent conference 2 times per year (end of 1st and 3rd report cards)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Mailings for parent nights and assessment information	Title I		\$686.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

Provide students with enrichment opportunities integrating all subjects with reading, writing, science through STEAM

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) Academic fieldtrips associated with objective being taught	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Science seminars through mad scientist	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Club enrichment activities involving community leaders	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Lawndale Church Volunteers during academic times for tutoring and Double dose of Foundations	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Arts integration through STEAM	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Bricks for Kids school trip	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Provide character development activities through counselor, teachers and class service learning projects	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Kinder orientation and Kinder camp will help with transitions into K for fall of 2015 and 2016	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 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) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Technology staff development to incorporate student engagement lessons	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Data days; staff will attend workshops/conferences as needed	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding 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) Student Led Conferences 1 time per year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent night 2 times per year (face to face report conference); September 2015 Title one information night where parents will be given an overview of the Title I components and given an opportunity to provide feedback on the schoolwide plan	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Parent/teacher/school compact agreements send home first day of school in parent informational folder.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> 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).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Assessment reports will be kept on each child with progress monitoring- DIBELS.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Analyze and review assessment data (Interim Assessments, Common Assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.						



## 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?)*

Changes the same at this time, MOY and data days may present some changes in the above strategies. Kindergarten literacy night 12-9-14. They will completed several make and take projects with families. Progress monitoring shows growth for students but there are still needs in our lowest 20%. Interim assessments show a gap for our AAM and LEP based on our whole school data. AAM reading is 39.5% and LEP 37.6% while the whole school is 47.9%.

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

Students in all grade levels worked on comparison sheet for prepare for student led conferences. This allowed each child to see where they had been and how they were improving. Children have taken responsibility for their learning and set goals for improvement. Mid-year Interim assessments LEP 38%, AAM 42% while the whole school was 49% (District 3rd-49.3, 4th-55.2%, 5th-55.7%) Increasing at about the same rate as the last one but interims cannot be compared due to material and turnover that we have had since the first one.

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

Focus on guided reading groups and targeted skill deficits. Pull out programs (AG, ESL, EC) will be during guided reading groups instead of Whole group instruction. Guided reading plans for small group and stations will be detailed based on skill deficits for each group.

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

Data days revealed progress in students for majority of our students so the strategies are working. Through professional development with Effie McMillan teachers were instructed on how to dig deep into the DIBELS/TRC scores. Student groups were adjusted based on current data and progress monitoring. A part time reading teacher has been hired and after further assessments, she has begin small skills groups for deficits. We did find that progress monitoring must be improved weekly and relationships need to be built with our students.

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

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

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

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

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

We have added another tutor for 1st grade classroom and 2nd grade times. We just received Raz-Kids subscription and we will see the increase in literacy assessments through progress monitoring. We are using Foundations in 2nd grade during PowerUp time for a double dose for our lowest 20% to increase the gaps that are starting for our lowest children. Data talks about our lower children are letting the teachers see the gaps and Guided Reading groups are changing based on the needs of those students. We continue in 4th grade with our smaller groups through the 2nd nine weeks due to Read to Achieve retest results.

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

We will continue with a reorganization of tutors to work with all grade levels. Groups have been modified based on MOY data and progress monitoring. Groups are skill based groups to fix gaps that have been assessed. Specialists have been assigned to 2-3-4 in the afternoon to work on fluency and comprehension goals.

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

Vocabulary for all grade levels and subjects must be integrated. Flocabulary, Foundations, Words Their Way, Mindplay - we must integrate vocabulary and word walls into all subjects for understanding. Focus during PowerUp time will be skill based for all children. Parent Connect Ed calls

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

Reading specialist has been hired part-time to work with AAM subgroup as another resource for multiple small teaching sessions. Specialists' schedule is being tweaked to help grade levels find time to progress monitor weekly. Specialists will provide room assistance while working with children on tutoring reading while teacher is progress monitoring. Art teacher has begun an art club with AA Boys to motivate them in the classroom. We have brain stormed ideas to build stronger relationships with some of our behavioral AAM students along with those that lack self-esteem. The Page High School Key club has joined us for Friday breakfast club with 4/5 students. We feel that we have worked on the academic part with small groups and our next big step is finding that one person(s) to build the self-esteem to keep the improvements going.

#### *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:		Irving Park Elementary						School Number:		412					
Principal:		Cynthia McKee													
LEA Name/Number:		Guilford County Schools (410)													
Priority Area 1															
1B) Reading (AA Students)															
Improvement Strategy #1															
Monitor and share discipline and academic data for African American populations to focus on disproportionality.															
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) Previous year's data will be examined by sub group. Each teacher will become aware of each child's data that they serve.	Activities for children experiencing difficulty	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) 1 1/2 reading specialists will be hired to work with students to provide additional instruction in reading skills. Substitutes will be provided when teachers are absent for days other than PD.	Instruction by Highly Qualified Teachers	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162					\$0.00				\$0.00	\$0.00	
3) Ensure that the master schedule provides Guided Reading for every class each day. Teacher assistants will be provided by grade level during quiet reading time.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
4) Hold Quarterly data meetings with staff to reflect upon data and next steps	Schoolwide Reform Strategies	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163					\$0.00				\$0.00	\$0.00	
5) Through AAM workshops, staff will become culturally aware of the students that they serve.	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00	
6) 1/2 time Social Worker will be hired to work with families to address attendance	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00	
7) Highly qualified substitutes will be hired for Title I paid positions absent due to illness.	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418					\$0.00				\$0.00	\$0.00	
0									\$0.00				\$0.00	\$0.00	
0					\$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) Data days to examine current assessment data			Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00	
11) AAM staff to examine data with staff members to concentrate on specific needs					\$0.00				\$0.00				\$0.00	\$0.00	
0					\$0.00				\$0.00				\$0.00	\$0.00	
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
13) Student led conference/Parent night	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as needed.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$2,937.56	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,937.56	
14) Connect Ed weekly with translations in other languages as permitted	4) Provide timely information to parents through various methods, (i.e. web pages, newsletters, ConnectEd, Parent Nights). 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	Reading & Math							\$0.00				\$0.00	\$0.00	
	0) Provide timely information to parents through various methods, (i.e. web pages, newsletters, ConnectEd, Parent Nights). 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
Subtotal #1:													\$2,937.56		

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Increase the rigor of student literacy through culturally relevant materials through writing and questioning while increasing the number of students at or above the DIBELS composite Benchmark by 7%.

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) Staff members will review the data at the beginning of the school year for accuracy of where each child begins. Teachers will create CFAs to monitor student progress of the	Including teachers in decisions regarding the use of assessments	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Grade levels will plan lessons together during PLC and grade level meetings that reflect intentional and regular PD.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Provide 2 all day data days for each teacher.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$6,000.00				\$0.00				\$0.00	\$6,000.00
4) Mindplay implementation	Activities for children experiencing difficulty	Reading & Math	Supplies & Materials	3-5330-050-411					\$0.00				\$0.00	\$0.00
5) Reading A to Z license; Reading 3D license; Flocabulary License	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$10,400.00				\$0.00				\$0.00	\$10,400.00
6) Bi-Weekly STEAM lesson planning for student engagement that include higher level questioning and writing	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Teachers will utilize writing in all subjects to determine comprehension of understanding of concept (ex. Quick write, ticket out the door)	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
8) Lesson plans will include higher level questions based on Depth of Knowledge Question Stems	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Media Center reading books/materials to enhance AA cultural diversity section to increase student engagement in reading.	Activities for children experiencing difficulty	Reading	Library Books	3-5330-050-414	\$6,000.00				\$0.00				\$0.00	\$6,000.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) PLC data discussion and analysis, including data day analysis		Reading & Math	Supplies & Materials	3-5330-050-411	\$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) Staff will attend workshops/conferences/school visitations as needed		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$600.00				\$0.00				\$0.00	\$600.00
12)		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163					\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Student Led Conferences 1 time per year	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Parent conference 2 times per year (end of 1st and 3rd report cards)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) Mailings for parent rights and assessment information	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math	Parent - Postage	3-5880-050-342	\$686.00				\$0.00				\$0.00	\$686.00
													<b>Subtotal #2:</b>	<b>\$23,686.00</b>

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Provide students with enrichment opportunities integrating all subjects with reading, writing, science through STEAM

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) Academic fieldtrips associated with objective being taught	Select from drop down menu	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	\$0.00
2) Science seminars through mad scientist	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Club enrichment activities involving community leaders	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Lawdale Church Volunteers during academic times for tutoring and Double dose	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Arts integration through STEAM	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Bricks for Kids school trip	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Provide character development activities through counselor, teachers and class service learning projects	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
9) Kinder orientation and Kinder camp will help with transitions into K for fall of 2015 and 2016	Transition Activities (PreK-KC: 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) EIE (Engineering In Education) materials and workshops as needed for our staff and students.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Technology staff development to incorporate student engagement lessons		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Data days; staff will attend workshops/conferences as needed		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>	<b>Title I Parent Involvement Component</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Student Led Conferences 1 time per year	5) Provide regular opportunities for parents to meet with school staff.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Parent night 2 times per year (face to face report conference); September 2015 Title one information night where parents will be given an overview of the Title I components and given an opportunity to provide feedback on the schoolwide plan	1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) Parent/teacher/school compact agreements send home first day of school in parent informational folder.	7) Develop School-Parent compacts. 7) Develop School-Parent compacts.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #3:</b>	<b>\$0.00</b>

## 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).

<b>Priority Area 2</b>	2B) Math
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, IPE will increase their math proficiency from 45.10% % to 59.5% and close the achievement gap between African American and other students by 14% as measured by proficiency on EOG's and CBMs by focusing on building teacher capacity.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2015, IPE will increase their math proficiency from 45.10% to 53.8% and close the achievement gap between African American and other students by 7% as measured by proficiency on EOG's and CBMs by focusing on building teacher capacity.
<b>GCS 2016 Strategic Plan Alignment</b>	Area IV: Educator and Organizational Excellence

**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

Teachers will use data to facilitate small group math instruction with appropriate leveled questions and writing.

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 use Math CBMs three times per year to determine students' progress and inform instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Dreambox math computer program will be used to facilitate small group instruction	Title I		\$7,000.00	\$0.00	\$0.00	\$0.00
3) Teachers will maintain data notebooks	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Lesson plans will include regular and an intentional use of higher level questions based on Depth of Knowledge Question Stems	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize writing in all subjects to determine comprehension of understanding of concept (ex. Quick write, ticket out the door)	Title I		\$0.00	\$0.00	\$7,000.00	\$0.00
6) Teachers will create CFA s to monitor student progress of the math standards, which will help to inform their whole group and small group instruction	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) The Curriculum Facilitator (CF) will provide Professional Development on using data from common assessments to inform small group instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Substitutes will be provided when K-5 teachers meet for grade level planning days or attend other professional development sessions - Foundations of Math, PTEC workshops, data analysis, etc.	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

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Student led conferences	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent instructional information night utilizing GEA	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #2</b>						
Teachers will use math centers to reinforce previously taught math standards while incorporating written responses in math station work.						
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) PLC data time will include development of Depth of Knowledge Question Stems with writing component to be included regularly in lesson plans	Title I		\$1,000.00	\$0.00	\$275.00	\$0.00
2) Professional Development will be provided on analyzing Dreambox data and creating math center activities. Teachers will create activities during scheduled Professional Development sessions.	Title I		\$275.00	\$0.00	\$0.00	\$0.00
3) Materials will be purchased to enhance math stations with manipulatives	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
4) Incorporate writing response activities within centers that requires students to explain mastery of standards or apply standards in real world context.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Incorporate graphic organizers and anchor charts to support written responses in all subjects.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will provide opportunities and structures for every student to answer appropriate leveled questions, ensuring appropriate wait time, directly aligned to the standards through writing and verbal responses throughout all subjects daily	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)The Curriculum Facilitator (CF) will provide Professional Development on math centers and data notebooks. All certified teachers and teacher assistants will participate.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) CF will help teachers understand data from CFAs, which will help to inform their instruction			\$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) Curriculum Night will be held at IPE with GEA involved to provide resources to parents. Teachers will assist parents in creating math activities to reinforce math concepts at home.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> 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).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
CBMS, Interim Assessments, Common Assessments, Principal and CF observations, Professional Development attendance, Data Notebooks						

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Analyze and review assessment data (CBMs, Interim Assessments, Common Assessments). Review of classroom walk-through data by the Principal and Curriculum Facilitator. Evidence of implemented strategies from staff development sessions in lesson planning and teaching.

**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?)*

PowerUp time to include math interventions as well as Reading. Interim Math Assessment shows our school around 35% for 3-5. 5th grade LEP gap is shown with this data, while there are no other gaps showing. Guided math time is needed to ensure the success of each group.

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

Guided Math has been increased daily with 4 teacher assistants assisting with this in grades 4-5. Math this quarter went up to mid 40%. (District 3rd-46.7%, 4th-44.8%, 5th-49.3%) We are keeping with the district for math with the same discrepancy of about 1-3% behind.

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

Dreambox program helps in stations with specific skills for each individual child. Dreambox will part of guided math each week for each child. Tech carts will be utilized during guided math for stations to reflect specific individual needs. Daily PowerUp time will be changed to reflect math time as well as reading to increase skill deficits. CFA's will be created during PLC time with data discussions on the results of the CFA's.

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

3/4 grade levels are weak in multiplication facts therefore, hindering them in higher math concepts. There are not enough math manipulatives to help with higher order concepts for children to visualize the concept. Multi-step Problem solving concepts without the aids are very difficult for some of our children and they give up. We must motivate them.

*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?)*

PowerUp time to include math interventions as well as Reading. Continue math small groups interventions daily. Data has shifted students to groups that are appropriate. We will give the mid-year math assessment to our K-2 students to get more assessment information to guide our guided math time. we have increased our certified Tutor time to include guided math group time.

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

These strategies will continue as we see improvement. We have added Dreambox intervention. This program assess children, provides instructional activities based on assessments, tracks student mastery, provides reports for teachers. We are seeing a gain in student success in the classroom through this program.

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

Staff development will include student engagement focused lesson planning with specific math strategies targeted.

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

Dreambox intervention is starting with assessments to place each child in appropriate math interventions. This will be utilized during math stations for students to improve math skill deficits. Math manipulatives are being ordered for hands-on instruction in all grade levels. We feel that we have worked on the academic part with small groups and our next big step is finding that one person(s) to build the self-esteem to keep the improvements going. 3rd grade will begin a multiplication fact test with Mrs. McKee overseeing and motivating this project. 4th grade will begin King of the Multiplication class competition.

*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: **Irving Park Elementary**  
Principal: Cynthia McKee  
LEA Name/Number: Guilford County Schools (410)

School Number: **412**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Teachers will use data to facilitate small group math instruction with appropriate leveled questions and writing.														
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 use Math CBMs three times per year to determine students' progress and inform instruction	Schoolwide Reform Strategies	Math	Supplies & Materials	3-5330-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Dreambox math computer program will be used to facilitate small group instruction	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$7,000.00				\$0.00				\$0.00	\$7,000.00
3) Teachers will maintain data notebooks	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Lesson plans will include regular and an intentional use of higher level questions based on Depth of Knowledge Question Stems	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will utilize writing in all subjects to determine comprehension of understanding of concept (ex. Quick write, ticket out the door)	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will create CFA's to monitor student progress of the math standards, which	Including teachers in decisions regarding the use of assessments	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) The Curriculum Facilitator (CF) will provide Professional Development on using data from common assessments to inform small group instruction.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Substitutes will be provided when K-5 teachers meet for grade level planning days or attend other professional development sessions - Foundations of Math, PTEC workshops, data analysis, etc.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Student led conferences	12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Parent instructional information night utilizing GEA	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$7,000.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Teachers will use math centers to reinforce previously taught math standards while incorporating written responses in math station work.

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) PLC data time will include development of Depth of Knowledge Question Stems with writing component to be included regularly in lesson plans	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$1,000.00	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	\$1,000.00
2) Professional Development will be provided on analyzing Dreambox data and creating math center activities. Teachers will create activities during scheduled Professional Development sessions.	Activities for children experiencing difficulty	Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$275.00				\$0.00				\$0.00	\$275.00
3) Materials will be purchased to enhance math stations with manipulatives	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
4) Incorporate writing response activities within centers that require students to explain	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Incorporate graphic organizers and anchor charts to support written responses in all	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will provide opportunities and resources for every student to improve	Activities for children experiencing difficulty	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
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)The Curriculum Facilitator (CF) will provide Professional Development on math centers and data notebooks. All certified teachers and teacher assistants will participate.		Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) CF will help teachers understand data from CFAs, which will help to inform their instruction		Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Curriculum Night will be held at IFE with GEA involved to provide resources to parents. Teachers will assist parents in creating math activities to reinforce math concepts at home.	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.	Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #2:</b>	<b>\$2,275.00</b>



## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 3</b>	3B) Reading (LEP)
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, IPE will increase their reading proficiency from 15.0% % to 34.7% and close the achievement gap with LEP students as measured by proficiency on EOG's and DIBELS
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2015, IPE will increase their reading proficiency from 15.0%% to 25.4% and close the achievement gap between African American and other students by 7% as measured on EOGs and DIBELS.
<b>GCS 2016 Strategic Plan Alignment</b>	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 the rigor of student literacy through culturally relevant materials through writing and questioning.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Utilize special teachers and support personnel with gaps in their schedules to provide small group reading instruction to students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize UNCG interns to provide small group reading instruction incorporating Depth of Knowledge question stems and writing for understanding.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will regularly and intentionally plan appropriate leveled and include DOK questions directly aligned to the standards for in all subjects.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will model and provide students opportunities for written and oral responses during guided reading.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Students will receive a double dose in Foundations	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) CFAs will be created to address standards and student progress	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Words Their Way will be taught with fidelity in 4th and 5th grade	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Staff will participate in GCS "Instructional Framework" PD throughout the year.			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Provide training in Depth of Knowledge Question stems and writing strategies.	Title I		\$147.07	\$0.00	\$0.00	\$0.00
11) CF will work with teachers during PLCs to discuss data from assessments to improve instruction	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 3B AND ASSOCIATED STRATEGIES

13) Student led conferences	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent meetings to be held to explain curriculum.			\$0.00	\$0.00	\$525.22	\$0.00
15) ESL parent meetings to provide instructional support to parents.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

### IMPROVEMENT STRATEGY #2

Provide students with a variety of intervention/enrichment activities that incorporate writing, questioning and STEAM activities.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide educational field trips for hands-on learning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Conduct Service Learning projects by grade level	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Hands on learning incorporating STEAM teaching activities that include writing and higher order questioning	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Students will follow a behavior system setup to reward positive actions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Science seminars through mad scientist	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	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) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Data days to examine student progress and inform instruction	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) Student led conferences	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent nights that inform parents of instruction and ways to support their child	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> 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).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Monitor lesson plans with feedback, PLC agenda's, walkthrough documentation, data talks, Dibels, Interim assessment.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Student performance on DIBELS and interim assessments.

### 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?)*

Schedule has changed with the Master this year in pulling students out during independent time versus small group. This way the teacher can assess the children and teach as well. Plan is showing growth in students.

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

We hired a new tutor in K-2 that has been working with our LEP students. 1st, 2nd, 5th DIBELS met their goal with LEP (well above target). We have begun incorporating more STEAM days into the overall curriculum. Hands-on field trips with Legos and Mad-science were put into place after the Benchmarks and MOY.

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

STEAM activities will be included into bi-weekly lesson plans. Parent nights with GEA at IPE to inform our non-speaking families about the 24 hour homework help that GEA has developed. These meetings will be hosted at IPE for all families. Change guided reading plan for all pull out to be completed during PowerUp and small group instruction by specialists. Multi-Cultural books were ordered in the media center to enhance regular ed curriculum.

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

Data days revealed progress in LEP students for majority of our students so the strategies are working. Through professional development with Effie McMillan teachers were instructed on how to dig deep into the the DIBELS/TRC scores. LEP student groups were adjusted based on current data and progress monitoring. A part time reading teacher has been hired and after further assessments, she has begun small skills groups for deficits. We did find that progress monitoring must be improved weekly and relationships need to be built with our students.

*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?)*

ESL students are with teacher during PowerUp time. Some teams need to revisit the time that children are pulled to receive the whole group instruction. Continue the triple dose teaching during guided reading with a teacher or certified tutor for continued growth. DIBELS is showing positive growth with our K-2 students and closing the gap. However, our gap is widening for 3-5. Students will be pulled for a double dose of Foundations in 3rd grade and our 4th grade teachers have assistance with Foundations knowledge to help our students during PowerUp time as well. Mindplay will be utilized from 7:30-8:00 as an online version of Foundations to assist our students in 2-3.

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

PowerUP time has been adjusted to conduct extra Foundations lessons for the lowest 20%. An extra tutor was hired to work with LEP in 1st and 2nd. MOY data was used to change groups to work on specific skills versus just a Guided reading group.

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

Progress monitoring will be completed weekly on students that are in the gap to enhance their education with specific plans. Weekly data discussions on progress monitoring with a monitoring plan in their lesson plans will be available to all.

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

Reading specialist has been hired part-time to work with AAM subgroup as another resource for mutiple small teaching sessions. Specialists schedule is being tweaked to help grade levels find time to progress monitor weekly. Specialists will provide room assistance while working with children on tutoring reading while teacher is progress monitoring. Art teacher has begun an art club with AA Boys to motivate them in the classroom. We have brain stormed ideas to build stronger relationships with some of our behavioral AAM students along with those that lack self-esteem. The Page High School Key club has joined us for Friday breakfast club with 4/5 students. We feel that we have worked on the academic part with small groups and our next big step is finding that one person(s) to build the self-esteem to keep the improvement in academics and the motivation for completing assignments.

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

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

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Irving Park Elementary**  
Principal: Cynthia McKee  
LEA Name/Number: Guilford County Schools (410)

School Number: **412**

## Priority Area 3

3B) Reading (LEP)

## Improvement Strategy #1

Increase the rigor of student literacy through culturally relevant materials through writing and questioning.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize special teachers and support personnel with gaps in their schedules to provide small group reading instruction to students	Activities for children experiencing difficulty	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) Utilize UNCG interns to provide small group reading instruction incorporating Depth of	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will regularly and intentionally plan appropriate leveled and include DOK questions directly aligned to the standards for in all subjects.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will model and provide students opportunities for written and oral responses	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Students will receive a double dose in Foundations.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) CFAs will be created to address standards and student progress	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Words Their Way will be taught with fidelity in 4th and 5th grade	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Staff will participate in GCS "Instructional Framework" PD throughout the year	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide training in Depth of Knowledge Question stems and writing strategies.		Reading & Math	Supplies & Materials	3-5330-050-411	\$147.07	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	\$147.07
11) CF will work with teachers during PLCs to discuss data from assessments to improve instruction		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Student led conferences	14) Involve parents in the development for training for teachers, principals, and educators to improve the effectiveness of the training. (OPTIONAL)	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Parent meetings to be held to explain curriculum.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) ESL parent meetings to provide instructional support to parents.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$147.07



# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Provide students with a variety of intervention/enrichment activities that incorporate writing, questioning and STEAM activities.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Provide educational field trips for hands-on learning	Activities for children experiencing difficulty	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Conduct Service Learning projects by grade level	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Hands on learning incorporating STEAM teaching activities that include writing and higher order questioning	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Students will follow a behavior system setup to reward positive actions.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Science seminars through mad scientist	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) EIE (Engineering In Education) materials and workshops as needed for our staff and students.	Instruction by Highly Qualified Teachers	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) EIE (Engineering In Education) materials and workshops as needed for our staff and students.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Data days to examine student progress and inform instruction		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Student led conferences	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Parent nights that inform parents of instruction and ways to support their child	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$0.00	\$0.00



# 2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Irving Park Elementary**  
Principal: Cynthia McKee  
LEA: Guilford County Schools (410)

School Number: **412**

PRC 050 Allocation	\$117,499.56
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Parent Involvement Set-Aside
\$2,937.56
Budgeted Parent Involvement
\$3,623.56
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$3,436.86
Budgeted Professional Development
\$6,405.98
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	412 Salary - Social Worker	\$0.00
	3-5320-050-181-	412 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	412 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	412 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	412 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	412 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	412 Salary - Teacher	\$52,470.00
PD	3-5330-050-125-	412 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	412 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	412 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	412 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	412 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	412 Salary - Substitute Pay (NOT Professional Development)	\$0.00
PD	3-5330-050-163-	412 Salary - Substitute Pay (Professional Development)	\$6,130.98
	3-5330-050-181-	412 Payroll - Supplementary Pay (5330)	\$6,916.50
	3-5330-050-184-	412 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	412 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	412 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	412 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	412 Payroll - Social Security/FICA (5330)	\$5,012.09
	3-5330-050-221-	412 Payroll - Retirement (5330)	\$9,305.86
	3-5330-050-231-	412 Payroll - Hospitalization Ins. (5330)	\$8,218.50
	3-5330-050-311-	412 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	412 Staff Dev/Workshop Expenses**	\$275.00
	3-5330-050-314-	412 Printing & Binding	\$0.00
	3-5330-050-326-	412 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	412 Field Trips	\$0.00
PD	3-5330-050-352-	412 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	412 Membership Dues & Fees	\$0.00
	3-5330-050-411-	412 Supplies & Materials	\$19,547.07
	3-5330-050-414-	412 Library Books	\$6,000.00
	3-5330-050-418-	412 Computer Software & Supplies	\$0.00
	3-5330-050-461-	412 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	412 Computer Equipment	\$0.00
	3-5330-050-541-	412 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	412 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	412 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	412 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	412 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	412 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	412 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	412 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	412 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	412 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	412 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	412 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	412 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	412 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	412 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	412 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	412 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	412 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	412 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	412 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	412 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	412 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	412 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	412 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	412 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	412 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	412 Parent - Postage	\$686.00
PI	3-5880-050-411-	412 Parent - Supplies & Materials	\$0.00
PI	3-5880-050-459-	412 Parent - Other Food Purchases	\$2,937.56
	3-6550-050-331-	412 Pupil Transportation - Contracted	\$0.00
			\$117,499.56 TOTAL BUDGET
			(\$0.00) DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$81,922.95 Position Total
			\$35,576.61 Non-Position Total

\$152,054.48

\*\*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:**

**Irving Park Elementary**

**School Number: 412**

**School Address:**

1310 Sunset Drive, Greensboro, NC 27408

**Principal:**

Cynthia McKee

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Crystal Gregory	Annually	8/20/2014; 8/19/15
Pre-Crisis Checklist	Crystal Gregory	Annually	8/20/2014; 8/19/15
After Hours Emergency Contact List	Cynthia McKee	Annually	8/20/2014; 8/19/15
Register Principal for Sex-Offender Registry Notifications	Cynthia McKee	Annually	Sep-12
Diabetic Training for Staff	School Nurse	Annually	9/12/2014; 9/8/15
Distribute/Explain Crisis Plan to Staff	Crystal Gregory	Annually	7/14/14; 8/20/2015
Distribute/Explain Code of Conduct	Cynthia McKee	Annually	8/20/14; 8/20/15
Tornado Drill	Cynthia McKee	Annually	3/4/2015
Conduct Student Safety Perception Survey	Crystal Gregory	Annually	Mar-15
Train staff on Emergency Notification Network deployment	Cynthia McKee	Annually	8/20/2014; 8/20/15
Lock-down Drills	Cynthia McKee	Bi-Annually	9/17/2014; 2/23/15; 9/14/15
Safety Inspection	Cynthia McKee	Bi-Annually	10/30/2014; 5/14/15; 8/19/15
Alternate Route Fire Drill	Cynthia McKee	Bi-Annually	8/1/2014; 3/31/15
Playground Inspection	Crystal Gregory	Bi-Annually	8/27/14; 9/5/14; 10/24/14; 11/24/14; 12/12/14; 1/21/15; 2/25/15; 3/31/15; 4/28/15; 5/29/15; 8/19/15;
Fire Drill / Sanitation Inspection	Cynthia McKee	Monthly	8/27/14; 9/5/14; 10/24/14; 11/24/14; 12/12/14; 1/21/15; 2/25/15; 3/31/15; 4/28/15; 5/29/15; 8/26/15; 9/4/15; 9/30/15; 10/30/15; 11/16/15
Fire Extinguishers Inspection	Glenda Puckett	Monthly	8/27/14; 9/5/14; 10/24/14; 11/24/14; 12/12/14; 1/21/15; 2/25/15; 3/31/15; 4/28/15; 5/29/15; 8/26/15; 9/4/15; 9/30/15; 10/30/15; 11/16/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Crystal Gregory	Monthly	9/30/14; 10/31/14; 11/25/14; 1/27/15; 2/12/15; 3/10/15; 4/14/15; 5/5/15; 10/13/15; 10/17/15
Automated External Defibrillator (AED) Inspection	School Nurse	Monthly	8/27/14; 9/5/14; 10/24/14; 11/24/14; 12/12/14; 1/21/15; 2/25/15; 3/31/15; 4/28/15; 5/29/15; 8/26/15; 9/4/15; 9/30/15; 10/30/15; 11/16/15

## 2014-16 SCHOOL SAFETY CHECKLIST

Discipline Incidents in PowerSchool	Crystal Gregory	Ongoing
Volunteer Background Checks	Cynthia McKee	Ongoing
Monitor Visitor Check-In	Kathy Roland	Ongoing
Monitor Arrival and Dismissal of Students	Staff	Ongoing
Monitor Sex Offender Registry	Cynthia McKee	Ongoing
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Cynthia McKee	Ongoing

## RESOURCE MATERIALS

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

**IRVING PARK ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1**

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	52,470.00		15,750.00	36,720.00
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	1,500.00		143.00	1,357.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	5,006.00		0.00	5,006.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	1,125.00		0.00	1,125.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	6,916.50		1,957.50	4,959.00
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	5,126.84		1,351.76	3,775.08
PAYROLL - RETIREMENT 5330	3-5330-050-221	9,032.69		2,701.37	6,331.32
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	8,067.00		1,344.36	6,722.64
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	274.92	0.00	0.00	274.92
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	424.73	0.00	0.00	424.73
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	17,932.88	5,176.74	5,117.50	7,638.64
LIBRARY BOOKS	3-5330-050-414	6,000.00	6,000.00	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	686.00	0.00	0.00	686.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	0.00	0.00	0.00	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,937.00	1,610.72	1,326.28	0.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
<b>TOTAL</b>	<b>64</b>	<b>117,499.56</b>	<b>12,787.46</b>	<b>29,691.77</b>	<b>75,020.33</b>
<b>PAYROLL TOTALS</b>	<b>44</b>	<b>89,244.03</b>	<b>0.00</b>	<b>23,247.99</b>	<b>65,996.04</b>
<b>NON-PAYROLL TOTALS</b>	<b>20</b>	<b>28,255.53</b>	<b>12,787.46</b>	<b>6,443.78</b>	<b>9,024.29</b>
<b>TOTAL</b>	<b>64</b>	<b>117,499.56</b>	<b>12,787.46</b>	<b>29,691.77</b>	<b>75,020.33</b>