



Low Performing School Addendum

School Location: Jamestown Elementary

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

- Goal 1: Increase reading proficiency by June 2016 from 50% to 62.9 for all students as measured by the Reading EOG; with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.
- Goal 2: Increase math proficiency by June 2015 from 47.2 to 64.9 for all students as measured by the Math EOG; with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.
- Goal 3: Increase science proficiency by June 2015 from 39.7 to 55.1 for students as measured by the 5th grade Science EOG; with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.

Regional Support:

The regional office will provide

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

Central Office Support:

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted

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

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Jamestown Elementary	School Number	418
School Address	108 Potter Drive, Jamestown, NC 27282		
Principal	Todd Cayton		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	9-Sep-14		
Date of Last Review/Update	11/20/2015		
Principal Signature	_____	(Signature On File)	
Board of Education Authority Signature	_____	(Signature On File)	

School Vision and Mission Statement
Vision Jamestown Elementary School creates a nurturing environment that enhances student's self-esteem. The school provides a strong academic program and maintains close contact with parents and community. The school...
Mission Statement Students will achieve academic success and become life long learners while reaching their full potential.

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Todd Cayton		
Instructional Staff Representative	Gwen Bader	28-May-14	2015-16 and 2016-17
Instructional Staff Representative	Phillip Bledsoe	28-May-15	2014-14 and 2015-16
Instructional Support Staff Representative	Maggie Conte	19-Aug-15	2015-16 and 2016-17
Teacher Assistant Representative	April Sharpe	28-May-15	2015-16 and 2016-17
Parent Representative	Jennifer Maloney	28-May-15	2015-16 and 2016-17
Instructional Staff Representative	Ruth Canipe	12-Aug-15	2014-15 and 2015-16
Instructional Staff Representative	Brenda Drewry	28-May-14	2014-15 and 2015-16
Instructional Staff Representative	Eva Hernandez	28-May-15	2015-16 and 2016-17
Instructional Staff Representative	Shannon Arnold	28-May-14	2014-15 and 2015-16
Cultural Arts Specialist	Amanda Austin	28-May-14	2015-16 and 2016-17
Instructional Staff Representative	Beverly Lee	5/28/2015	2015-16 and 2016-17

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

410418

Jamestown 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	47.0	52.3	57.6	62.9	68.2	73.5
AMERICAN INDIAN						
ASIAN	50.0	55.0	60.0	65.0	70.0	75.0
BLACK	32.0	38.8	45.6	52.4	59.2	66.0
HISPANIC	65.2	68.7	72.2	75.6	79.1	82.6
2 OR MORE RACES	63.6	67.2	70.9	74.5	78.2	81.8
WHITE	64.7	68.2	71.8	75.3	78.8	82.4
EDS	40.0	46.0	52.0	58.0	64.0	70.0
LEP	28.6	35.7	42.9	50.0	57.2	64.3
SWD	16.7	25.0	33.4	41.7	50.0	58.4
AIG	83.6	85.2	86.9	88.5	90.2	91.8
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	49.8	54.8	59.8	64.9	69.9	74.9
AMERICAN INDIAN						
ASIAN	83.3	85.0	86.6	88.3	90.0	91.7
BLACK	32.8	39.5	46.2	53.0	59.7	66.4
HISPANIC	65.2	68.7	72.2	75.6	79.1	82.6
2 OR MORE RACES	27.3	34.6	41.8	49.1	56.4	63.7
WHITE	70.6	73.5	76.5	79.4	82.4	85.3
EDS	42.4	48.2	53.9	59.7	65.4	71.2
LEP	47.6	52.8	58.1	63.3	68.6	73.8
SWD	23.8	31.4	39.0	46.7	54.3	61.9
AIG	92.7	93.4	94.2	94.9	95.6	96.4
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	35.9	42.3	48.7	55.1	61.5	68.0
AMERICAN INDIAN						
ASIAN	33.3	40.0	46.6	53.3	60.0	66.7
BLACK	25.6	33.0	40.5	47.9	55.4	62.8
HISPANIC	80.0	82.0	84.0	86.0	88.0	90.0
2 OR MORE RACES						
WHITE	50.0	55.0	60.0	65.0	70.0	75.0
EDS	36.2	42.6	49.0	55.3	61.7	68.1
LEP	5.0	14.5	24.0	33.5	43.0	52.5
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	68.2	71.4	74.6	77.7	80.9	84.1

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?

Based on End-of-Grade test scores, the overall reading proficiency increased to 50% proficient with 4th grade and 5th grade increasing proficiency to 59.5% and 48.7% respectively. Third grade reading was lower at 40.9%. Math proficiency was showed a slight increase to 47.2% with fifth grade at 65.4%. K-3 DIBELS data reveals a closure of the achievement gap with 66% of all students proficient while 74% of our African American subgroup tested proficient at the end of the year. Attendance was above 95%.

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

There are several areas for growth identified at JES. First, overall reading scores are a concern. While EOG scores increased and two grade levels showed promising growth, 3rd grade scores were much lower at 40.9%. DIBELS data indicate that the majority of students are stronger at decoding text, but many struggle to make meaning, based on the low TRC proficiency of 41%. Part of this decrease is the result of the restructuring of how the assessments were administered and a recalibration of scoring that staff members undertook. Informal data indicates that comprehension is a weakness for many of the students throughout the school and is evidenced by low reading scores on the End-of-Grade test. Math scores are also a concern. While district tests indicated progress, End-of-Grade proficiency scores showed only a slight increase from previous years. Third grade math scores are particularly concerning at 31.8% proficiency. Deeper analysis of data reveals a disparity between white students and African-American students. This gap exists in all areas except DIBELS and TRC data.

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

While there is end of year data for grades 4 and 5 through EOG testing, other end of year comprehension data is not available since Fountas and Pinnell assessments were not given in May due to a focus on increased instructional time prior to end-of-grade tests. Additionally, the data that is generated by Fountas and Pinnell is not totally aligned with TRC data. Having 4th and 5th grade students assessed using TRC would provide consistent school wide data. TRC writing samples need to be reviewed to ensure continued consistency across scorers and to find areas of strengths and growth in writing. Finally, while we know there is a disparity between white and African-American achievement, there is no data to help explain why this gap exists. Common assessments will provide better data to target specific subgroup needs.

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

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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Time bound	By June 2016, Jamestown Elementary will increase the percentage of students proficient in reading from 48.4% to 62.9% for all students as measured by the NC End-of-Grade reading test with a specific focus on reducing the achievement disparity of the African-American sub-group.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Jamestown Elementary will increase the percentage of students proficient in reading from 50% to 62.9% for all students as measured by the NC End-of-Grade reading test with a specific focus on reducing the achievement disparity of the African-American sub-group.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Strengthen the implementation of instructional strategies that target comprehension skills.

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 intentionally plan and ask appropriate leveled questions directly aligned to standards.			\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize Service Learning Units to include vocabulary development, text analysis, writing, and incorporating high order thinking skills to facilitate activities, including the involvement of community resources to support student research and understanding.	Title I Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teach metacognitive strategies to students			\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize Reading A-Z to support guided reading and interventions INITIAL BUDGET LOAD	Title I		\$600.00	\$0.00	\$0.00	\$0.00
5) Provide time for sustained silent reading and encourage use of the accelerated reading program	Title I		\$2,800.00	\$0.00	\$0.00	\$0.00
6) Increase access to culturally relevant texts across all grade levels, guided reading room, and media center	Title I		\$2,088.21	\$0.00	\$0.00	\$0.00
7) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards by incorporating TAG as a schoolwide			\$0.00	\$0.00	\$0.00	\$0.00
8) Utilize the CF to provide targeted support and feedback to teachers	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Purchase classroom technology (Smart Projectors and document cameras) to increase student engagement, facilitate lesson delivery, and provide students access to a wide range of culturally relevant texts in a dynamic, shared, literacy-focused learning environment	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Participate in comprehension professional development that involves 8 days of observation, model lessons, PD, and one-to-one coaching of Guided Reading (PACE)	Title I		\$4,800.00	\$0.00	\$0.00	\$0.00
11) Utilize a CF to coach teachers and provide PD to support implementation of comprehension strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Participate in book study using The Next Steps in Guided Reading	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) Schedule parent curriculum nights to share best practices for literacy instruction and provide resources for parents	Title I		\$400.00	\$0.00	\$0.00	\$0.00
14) Provide daytime sessions to share best practices in literacy instruction and provide resources for parents	Title I		\$400.00	\$0.00	\$0.00	\$0.00
15) Provide meals to families to allow more parents the flexibility to attend sessions during school hours and afterward. INITIAL BUDGET LOAD	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of early literacy skills

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide targeted support and professional development to analyze TRC data and inform groupings to maximize student growth.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Right Start Training	Title I		\$500.00	\$0.00	\$0.00	\$0.00
3) Implement school-wide K-5 universal screening and progress monitoring and intervention support using DIBELS and TRC assessments and Fountis and Pinnell	Title I		\$2,400.00	\$0.00	\$0.00	\$0.00
4) Implement FOUNDATIONS in grades K-3 and transitional 4th grade as Tier 1 core instructional approach to phonics and word study to improve fluency and to also establish Tier 2 intervention and remediation strategies in FOUNDATIONS for select students, including the replacement of missing or broken materials	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
5) Utilize support staff and assistants to provide guided reading support and interventions			\$0.00	\$0.00	\$0.00	\$0.00
6) Implement monthly data PLC meetings to review achievement data, to identify and develop plans for students needing additional support, and to update PEPs			\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize the PLC Data Wall to guide discussions, goal set, and monitor student progress			\$0.00	\$0.00	\$0.00	\$0.00
8) Incorporate writing instruction in grades K-3 to support comprehension as demonstrated on TRC's			\$0.00	\$0.00	\$0.00	\$0.00
9) Update and organize guided reading library to provide easier access to leveled materials.	Title I			\$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) K-3 teachers will participate in three staff development opportunities to calibrate DIBELS and TRC administrations and analyze data.			\$3,000.00	\$0.00	\$0.00	\$0.00
11) Send IST team members to advanced IST training.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
12) Teachers will participate in PBIS training to promote positive classroom interactions to ensure positive student engagement on learning.			\$500.00	\$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) Schedule parent curriculum nights to share best practices for literacy instruction and provide resources for parents (including books for	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
14) Provide daytime sessions to share best practices in literacy instruction and provide resources for parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Utilize Social Worker to assist parents and students with meeting basic and educational needs	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
We will review data collected from common assessments, comparison data from universal screening benchmarks, and pre/post assessments to measure the effectiveness of the strategies. We will correlate academics with discipline data.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will set interim achievement goals to measure our progress toward attaining SMART goal. In addition we will desegregate the data to inform our progress toward closing the achievement gaps that exist in our data.						

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?)

Beginning of the year DIBELS data show that overall 70% of students are proficient in DIBELS in grades K-3 and 51% of students are proficient in TRC. An analysis by race reveals that 80% of white students are proficient in DIBELS and 66% are proficient on TRC while 68% of AA students are proficient in DIBELS and 47% are proficient in TRC. Overall reading proficiency as measured by Reading Interim Assessment 1 shows 3rd grade with 48.8% proficiency (White: 57.3; AA: 44.5); 4th grade with 53.6% proficiency (White: 64.3; AA: 44.4); and 5th grade with 61.6% proficiency (White: 65.4; AA: 57.8).

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

Middle of the year DIBELS data show that overall 68% of students are proficient in DIBELS in grades K-3 and 30% are proficient in TRC. An analysis by race reveals that 83% of white students are proficient in DIBELS and 41% are proficient on TRC while 67% of AA are proficient in DIBELS and 28% are proficient in TRC. Overall reading proficiency as measured by Reading Interim Assessment 2 shows 3rd grade with 47.1% proficiency (White: 58.0; AA: 44.8); 4th grade with 56.4% proficiency (White: 69.1; AA: 45.6); and 5th grade with 56.4% proficiency (White: 65.7; AA: 50.8)

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

There are several areas for growth identified at JES. First, overall reading scores are a concern. While EOG scores increased and two grade levels showed promising growth, 3rd grade scores were much lower at 40.9%. DIBELS data indicate that the majority of students are stronger at decoding text, but many struggle to make meaning, based on the low TRC proficiency of 41%. Part of this decrease in the result of the restructuring of how the assessments were administered and a recalibration of scoring that staff members undertook. Informal data indicates that comprehension is a weakness for many of the students throughout the school and is evidenced by low reading scores on the End-of-Grade test. Math scores are also a concern. While district tests indicated progress, End-of-Grade proficiency scores showed only a slight increase from previous years. Third grade math scores are particularly concerning at 31.8% proficiency. Deeper analysis of data reveals a disparity between white students and African-American students. This gap exists in all areas except DIBELS and TRC data.

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

The data reveals that students are more proficient with decoding and calling words. 62% of students in K-5 were proficient in DIBELS Composite. Only 27% of students were proficient in TRC. Comprehension remains a concern. Oral comprehension is better than written comprehension. Most students would be 2-3 levels higher in TRC level if the written comprehension was not part of the assessment. Writing prevents the majority of the students from scoring higher on the TRC assessment.

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?)

PD goals were changed to include a book study of Jan Richardson's Next Steps in Guided Reading instead of the original goal of using Strategies that Work to connect with GCS on-line guided reading course and to impact student achievement at the instructional level. Additionally, PACE professional development will now include a guided reading component. Other goals will not change, but will now be more intentional, such as the focus on data walls and technology use to engage students.

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

Continue with current strategies. Focus PACE professional development on incorporating writing instruction in grades K-3 to support comprehension to improve TRC and observations of guided reading groups with feedback. During PLC meetings, be more intentional with item analysis and text dependent questioning strategies using data from Interim Assessments.

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

See above strategies/action steps

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

As a result of the data, more analysis should be given to the TRC data to determine the impact writing had on the assessment levels. Teachers should group students based on oral comprehension and develop a core instructional focus to increase written comprehension levels. A schoolwide focus (TAG) should be taught to provide a common language and expectation for writing. Expectations should be developed to outline how often students are writing each day.

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name: Jamestown Elementary		School Number: 418												
Principal: Todd Cayton														
LEA Name/Number: Guilford County Schools (410)														
Priority Area 1														
1B) Literacy														
Improvement Strategy #1														
Strengthen the implementation of instructional strategies that target comprehension skills.														
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 intentionally plan and ask appropriate leveled questions directly aligned to standards.	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize Service Learning Units to include vocabulary development, text analysis, writing, and incorporating high order thinking skills to facilitate activities, including the involvement of community resources to support student research and understanding.	Coordination & Integration of Federal, State, and Local Services	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Teach metacognitive strategies to students	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize Reading A-Z to support guided reading and interventions INITIAL BUDGET LOAD	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$600.00				\$0.00				\$0.00	\$600.00
5) Provide time for sustained silent reading and encourage use of the accelerated reading program	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$2,800.00				\$0.00				\$0.00	\$2,800.00
6) Increase access to culturally relevant texts across all grade levels, guided reading room, and media center	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$2,088.21				\$0.00				\$0.00	\$2,088.21
7) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards by incorporating TAG as a	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Utilize the CF to provide targeted support and feedback to teachers	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Purchase classroom technology (Smart Projectors and document cameras) to increase student engagement, facilitate lesson delivery and provide students access to a wide range of culturally relevant texts in a dynamic, shared, literacy-focused learning environment	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Participate in comprehension professional development that involves 8 days of observation, model lessons, PD, and one-to-one coaching of Guided Reading (PACE)		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$4,800.00	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	\$4,800.00
11) Utilize a CF to coach teachers and provide PD to support implementation of comprehension strategies		Reading							\$0.00				\$0.00	\$0.00
12) Participate in book study using The Next Steps in Guided Reading		Reading			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B													
13) Schedule parent curriculum nights to share best practices for literacy instruction and provide resources for parents	2) Offer a flexible number of meetings. 1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e., web pages, newsletters, Connected, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school. 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	Parent - Supplies & Materials	3-5880-050-411	\$400.00	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	\$400.00
14) Provide daytime sessions to share best practices in literacy instruction and provide resources for parents	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. 1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$400.00				\$0.00			\$0.00	\$400.00
15) Provide meals to families to allow more parents the flexibility to attend sessions during school hours and afterward. INITIAL BUDGET LOAD		Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$2,000.00				\$0.00			\$0.00	\$2,000.00
												Subtotal #1:	\$13,088.21

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of early literacy skills

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Provide targeted support and professional development to analyze TRC data and inform groupings to maximize student growth.	Activities for children experiencing difficulty	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) Right Start Training	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Salary - New Teacher Orientation	3-5330-050-125	\$500.00				\$0.00				\$0.00	\$500.00
3) Implement school-wide K-5 universal screening and progress monitoring and intervention support using DIBELS and TRC assessments and Fountis and Pinnell	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$2,400.00				\$0.00				\$0.00	\$2,400.00
4) Implement FOUNDATIONS in grades K-3 and transitional 4th grade as Tier 1 core instructional approach to phonics and word study to improve fluency and to also establish Tier 2 intervention and remediation strategies in FOUNDATIONS for select students, including the replacement of missing or broken materials	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$1,500.00				\$0.00				\$0.00	\$1,500.00
5) Utilize support staff and assistants to provide guided reading support and interventions	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Implement monthly data PLC meetings to review achievement data, to identify and develop plans for students needing additional support, and to update PEPs	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Utilize the PLC Data Wall to guide discussions, goal set, and monitor student progress	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Incorporate writing instruction in grades K-3 to support comprehension as demonstrated on TRC's	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Update and organize guided reading library to provide easier access to leveled materials.	Schoolwide Reform Strategies	Reading			\$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) K-3 teachers will participate in three staff development opportunities to calibrate DIBELS and TRC administrations and analyze data.		Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$3,000.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$3,000.00
11) Send IST team members to advanced IST training.		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$500.00				\$0.00				\$0.00	\$500.00
12) Teachers will participate in PBIS training to promote positive classroom interactions to ensure positive student engagement on learning.		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$500.00				\$0.00				\$0.00	\$500.00
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) Schedule parent curriculum nights to share best practices for literacy instruction and provide resources for parents (including books for students)	1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectedEd, 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. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B													
14) Provide daytime sessions to share best practices in literacy instruction and provide resources for parents	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and	Reading & Math	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00
													\$0.00
15) Utilize Social Worker to assist parents and students with meeting basic and educational needs	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,	Reading & Math			\$0.00				\$0.00				\$0.00
												Subtotal #2:	\$9,400.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

(Enter Improvement Strategy #3)

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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Jamestown Elementary will increase the percentage of students proficient in math from 46.2% to 64.9% for all students as measured by the NC End-of-Grade reading test with a specific focus on reducing the achievement disparity of the African-American sub-group.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Jamestown Elementary will increase the percentage of students proficient in math from 47.2% to 64.9% for all students as measured by the NC End-of-Grade reading test with a specific focus on reducing the achievement disparity of the African-American sub-group.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Strengthen the implementation of instructional strategies that target math computation, application skills, and problem-solving skills.

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) Create a system of cyclical instruction that incorporates data to provide on-going and targeted review of concepts			\$0.00	\$0.00	\$0.00	\$0.00
2) Explicitly teach math vocabulary			\$0.00	\$0.00	\$0.00	\$0.00
3) Develop and teach a school wide common set of problem solving strategies			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5) Design lessons that support the use of cooperative learning			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize Service Learning Unit to include problem solving, computation, data collection and analysis to facilitate activities.			\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) INITIAL ALLOCATION SUBS WILL BE PROVIDED			\$1,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Cooperative learning strategies for math shared by the curriculum committee during PLC and staff meetings			\$0.00	\$0.00	\$0.00	\$0.00
11) Incorporate embedded and explicit professional development on the use of technology to support math instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PD on how to incorporate math centers, guided math, and effective structures for teacher-directed math instruction			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

13) Schedule parent curriculum nights to share best practices for math instruction and provide resources for parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Provide a series of parent workshops, both during the day and at night, to teach parents the strategies that will be given to their children during the upcoming quarter so they can support students as they work at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Utilize technology to build student engagement and facilitate lesson delivery

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Purchase technology for each core classroom (Smart Projector, Document Camera)	Title I		\$12,000.00	\$0.00	\$0.00	\$0.00
2) Utilize technology-based learning programs to provide extra support and practice for students (Sum dog, Xtra Math, etc.)			\$0.00	\$0.00	\$0.00	\$0.00
3) Use grade-level PLC's to design lessons that effectively incorporate technology in the math units			\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize Classroom Response Systems for immediate performance feedback and to increase engagement	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus
10) Develop a core group of teachers to train teachers on the use of technology		Title I		\$0.00	\$0.00	\$0.00
11) Use PLC time to plan effective lessons using technology				\$0.00	\$0.00	\$0.00
12)				\$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
13) Provide parents access information regarding Sum Dog during parent information sessions				\$0.00	\$0.00	\$0.00
14)				\$0.00	\$0.00	\$0.00
15)				\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
We will review data collected from common assessments, comparison data from universal screening benchmarks, and pre and post assessments to measure the effectiveness of the strategies. We will correlate academic with discipline data.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
We will set interim achievement goals to measure our progress toward attaining SMART goal. In addition we will desegregate the data to inform our progress toward closing the achievement gaps that exist in our data.						
What does the data/evidence show regarding the results of the implemented strategies?						
Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Overall proficiency as measured by Math Interim Assessment 1 shows 3rd grade with 34.5% proficiency (White: 38; AA: 33); 4th grade with 38.4 proficiency (White: 46.4; AA: 32.1); and 5th grade with 38.6 proficiency (White: 42.3; AA: 33.6).

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

Overall math proficiency as measured by Math Interim Assessment 2 shows 3rd grade with 40.4% proficiency (White: 50.0; AA: 37.5); 4th grade with 44.6% proficiency (White: 55.8; AA: 35.0); and 5th with 54.9% proficiency (White: 59.4; AA: 51.2)

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

There are several areas for growth identified at JES. First, overall reading scores are a concern. While EOG scores increased and two grade levels showed promising growth, 3rd grade scores were much lower at 40.9%. DIBELS data indicate that the majority of students are stronger at decoding text, but many struggle to make meaning, based on the low TRC proficiency of 41%. Part of this decrease in the result of the restructuring of how the assessments were administered and a recalibration of scoring that staff members undertook. Informal data indicates that comprehension is a weakness for many of the students throughout the school and is evidenced by low reading scores on the End-of-Grade test. Math scores are also a concern. While district tests indicated progress, End-of-Grade proficiency scores showed only a slight increase from previous years. Third grade math scores are particularly concerning at 31.8% proficiency. Deeper analysis of data reveals a disparity between white students and African-American students. This gap exists in all areas except DIBELS and TRC data.

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

Third grade pre-assessment was 31% proficient; 4th grade was 31%; 5th grade was 26%. This is based on standards that have not been taught this year. On grade-level tests created in SchoolNet to assess 1st quarter standards, 3rd graders were 60% correct with the least success being in Standard MP2 at 38%; Algebraic thinking and Numbers in Operation in Base Ten were over 60% correct. On grade-level tests created in SchoolNet to assess 1st quarter standards, 4th graders were 72.6% correct. On grade-level tests created in SchoolNet to assess 1st quarter standards, 5th graders were 68.4% correct.

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?)

The goals will not change. However, more focus needs to be placed on the technology goals since classroom technology packages will be ready for use January 6, on the development of common school-wide problem solving practices, and on how we communicate instructional strategies with parents. Additionally, more emphasis needs to be placed on the data analysis of common assessments.

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

Continue current goals. During PLC meetings, focus on using data to develop small groups and target specific standards that students have not yet mastered.

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

See above strategies/action steps

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

Teachers will continue to build and administer common assessments on School Net and use item and skill analysis to disaggregate data. Standards will be reviewed through a cyclical instructional approach that incorporates data to provide on-going and targeted review of concepts.

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: **Jamestown Elementary**
Principal: Todd Cayton
LEA Name/Number: Guilford County Schools (410)

School Number: **418**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Strengthen the implementation of instructional strategies that target math computation, application skills, and problem-solving skills.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	Addresses Reading, Math, or Reading & Math	#1			#2			#3			Total Federal Funding for Action Step		
			Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount			
1) Create a system of cyclical instruction that incorporates data to provide on-going and	Schoolwide Reform Strategies	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) Explicitly teach math vocabulary	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Develop and teach a school wide common set of problem solving strategies	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4)	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Design lessons that support the use of cooperative learning	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Utilize Service Learning Unit to include problem solving, computation, data collection and analysis to facilitate activities.	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards.	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
9) INITIAL ALLOCATION SUBS WILL BE PROVIDED	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$1,000.00				\$0.00				\$0.00	\$1,000.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Cooperative learning strategies for math shared by the curriculum committee during PLC and staff meetings		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) Incorporate embedded and explicit professional development on the use of technology to support math instruction.		Math							\$0.00				\$0.00	\$0.00
12) PD on how to incorporate math centers, guided math, and effective structures for teacher-directed math instruction					\$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) Schedule parent curriculum nights to share best practices for math instruction and provide resources for parents	1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Select budget category from drop down menu		\$0.00	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) Provide a series of parent workshops, both during the day and at night, to teach parents the strategies that will be given to their children during the upcoming quarter so they can support students as they work at home	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 2) Offer a flexible number of meetings. 8) Provide parent assistance on understanding state academic content standards and student academic	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$1,000.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Utilize technology to build student engagement and facilitate lesson delivery

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Purchase technology for each core classroom (Smart Projector, Document Camera)	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$12,000.00	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	\$12,000.00
2) Utilize technology-based learning programs to provide extra support and practice for students (Sum dog, Xtra Math, etc.)	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Use grade-level PLC's to design lessons that effectively incorporate technology in the math units	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize Classroom Response Systems for immediate performance feedback and to increase engagement	Instruction by Highly Qualified Teachers	Math			\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Develop a core group of teachers to train teachers on the use of technology		Reading & Math			\$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) Use PLC time to plan effective lessons using technology		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) Provide parents access information regarding Sum Dog during parent information sessions	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, Connected, Parent Nights). 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
													Subtotal #2:	\$12,000.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **Jamestown Elementary**
Principal: Todd Cayton
LEA Name/Number: Guilford County Schools (410)

School Number: **418**

Priority Area 3

3B)

Improvement Strategy #1

Enter Improvement Strategy #1

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

(Enter Improvement Strategy #2)

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

(Enter Improvement Strategy #3)

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

School Name: **Jamestown Elementary**
Principal: Todd Clayton
LEA Name/Number: Guilford County Schools (410)

School Number: **418**

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

[Enter Improvement Strategy #2]

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #3

(Enter Improvement Strategy #3)

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

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Jamestown Elementary**
Principal: Todd Cayton
LEA: Guilford County Schools (410)

School Number: **418**

PRC 050 Allocation	\$89,790.83
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Parent Involvement Set-Aside	\$2,244.83
Budgeted Parent Involvement	\$3,800.00
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$2,626.38
Budgeted Professional Development	\$8,921.19
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	418 Salary - Social Worker	\$0.00
	3-5320-050-181-	418 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	418 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	418 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	418 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	418 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	418 Salary - Teacher	\$34,980.00
PD	3-5330-050-125-	418 Salary - New Teacher Orientation	\$405.45
	3-5330-050-135-	418 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	418 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	418 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	418 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	418 Salary - Substitute Pay (NOT Professional Development)	\$928.94
PD	3-5330-050-163-	418 Salary - Substitute Pay (Professional Development)	\$3,715.75
	3-5330-050-181-	418 Payroll - Supplementary Pay (5330)	\$4,611.00
	3-5330-050-184-	418 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	418 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	418 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	418 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	418 Payroll - Social Security/FICA (5330)	\$3,415.05
	3-5330-050-221-	418 Payroll - Retirement (5330)	\$6,267.44
	3-5330-050-231-	418 Payroll - Hospitalization Ins. (5330)	\$5,479.00
	3-5330-050-311-	418 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	418 Staff Dev/Workshop Expenses**	\$4,800.00
	3-5330-050-314-	418 Printing & Binding	\$0.00
	3-5330-050-326-	418 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	418 Field Trips	\$0.00
PD	3-5330-050-352-	418 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	418 Membership Dues & Fees	\$0.00
	3-5330-050-411-	418 Supplies & Materials	\$7,300.00
	3-5330-050-414-	418 Library Books	\$2,088.21
	3-5330-050-418-	418 Computer Software & Supplies	\$12,000.00
	3-5330-050-461-	418 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	418 Computer Equipment	\$0.00
	3-5330-050-541-	418 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	418 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	418 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	418 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	418 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	418 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	418 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	418 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	418 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	418 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	418 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	418 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	418 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	418 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	418 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	418 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	418 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	418 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	418 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	418 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	418 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	418 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	418 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	418 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	418 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	418 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	418 Parent - Postage	\$0.00
PI	3-5880-050-411-	418 Parent - Supplies & Materials	\$1,800.00
PI	3-5880-050-459-	418 Parent - Other Food Purchases	\$2,000.00
	3-6550-050-331-	418 Pupil Transportation - Contracted	\$0.00

\$89,790.83	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)=overbudget	
black=underbudget/balanced	
\$54,752.49	Position Total
\$35,038.34	Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Jamestown Elementary

School Number: 418

School Address:

108 Potter Drive, Jamestown, NC 27282

Principal:

Todd Cayton

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	McDaniel	Annually	Aug-15
Pre-Crisis Checklist	Cayton	Annually	Aug-15
After Hours Emergency Contact List	Callaway	Annually	Aug-15
Register Principal for Sex-Offender Registry Notifications	Cayton	Annually	8/4/2015
Diabetic Training for Staff	Medlin, Callaway	Annually	10/2/2015
Distribute/Explain Crisis Plan to Staff	Cayton	Annually	9/8/2015
Distribute/Explain Code of Conduct	PBIS Team	Annually	8/21/2015
Tornado Drill	Cayton	Annually	
Conduct Student Safety Perception Survey	Medlin	Annually	
Train staff on Emergency Notification Network deployment	Cayton	Annually	
Lock-down Drills	Cayton	Bi-Annually	8/15/2015
Safety Inspection	School Safety Office	Bi-Annually	
Alternate Route Fire Drill	Cayton	Bi-Annually	
Playground Inspection	School Safety Office	Bi-Annually	
Fire Drill / Sanitation Inspection	Cayton	Monthly	8/28/15; 9/30/15; 10/30/15
Fire Extinguishers Inspection	Brown	Monthly	
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Cayton	Monthly	Monthly
Automated External Defibrillator (AED) Inspection	McDaniel	Monthly	
Discipline Incidents in PowerSchool	Cayton	Ongoing	
Volunteer Background Checks	McDaniel	Ongoing	
Monitor Visitor Check-In	McDaniel	Ongoing	
Monitor Arrival and Dismissal of Students	Cayton	Ongoing	
Monitor Sex Offender Registry	Towle	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	NA	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

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RESOURCE MATERIALS

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

JAMESTOWN 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	38,690.00		10,500.00	28,190.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	405.50	0.00	0.00	405.50
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	928.90		103.00	825.90
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	3,715.80		960.00	2,755.80
PAYROLL - BONUS PAYMENT	3-5330-050-180	750.00		0.00	750.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	4,611.00		1,305.00	3,306.00
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	3,756.25		984.42	2,771.83
PAYROLL - RETIREMENT 5330	3-5330-050-221	6,647.76		1,801.33	4,846.43
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	5,378.00		0.00	5,378.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	903.16	0.00	0.00	903.16
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	500.00	0.00	0.00	500.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	300.22	0.00	0.00	300.22
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	5,763.95	599.70	5,657.91	(493.66)
LIBRARY BOOKS	3-5330-050-414	1,999.65	569.37	1,430.27	0.01
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	2,265.48	0.00	0.00	2,265.48
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	7,124.50	7,124.50	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	2,835.66	0.00	0.00	2,835.66
SUMMER SCHOOL/KINDER/CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,800.00	0.00	1,577.23	222.77
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,415.00	1,066.05	348.95	0.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	89,790.83	9,359.62	24,668.11	55,763.10
					55,763.10
PAYROLL TOTALS	44	64,883.21	0.00	15,653.75	49,229.46
NON-PAYROLL TOTALS	20	24,907.62	9,359.62	9,014.36	6,533.64
TOTAL	64	89,790.83	9,359.62	24,668.11	55,763.10