



### **Low Performing School Addendum**

School Location: **Johnson Street Global Studies**

*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.*

Strategies for the three Low Performing School goals are found in the School Improvement Plan.

- Goal 1: By June 2016, Johnson Street Global Studies will increase the number of students proficient in reading from 48% to 62%, and will exceed established measures for expected annual growth.
- Goal 2: By June 2016, Johnson Street Global Studies will increase the number of students proficient in math from 37.9% to 60%, and will exceed established measures for expected annual growth.
- Goal 3: By June 2016, Johnson Street Global Studies will increase the proficiency of AA students from the baseline score of 45% in reading to the state goal of 61% and from the baseline score of 37 in math to the state goal of 55%, and will exceed established measures for expected annual growth.

#### **Regional Support:**

School and student learning data are tracked to assess school progress and direct the allocation of region support to areas with lagging performance identified in the data. Regional Support Data team coaches for math, literacy, science and the formative assessment coach conduct walkthroughs and in-class observations for data collection; attend professional learning communities (PLCs); provide coaching on instructional practice, deconstructing standards, and increasing rigor; and implement teacher training and support sessions personalized to teacher and team needs. Accountability measures including performance evaluation and appraisals are implemented to promote and support capacity building and competencies needed to improve school proficiency and exceed established measures for annual growth.

#### **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	<b>Johnson Street Global Studies</b>	School Number	<b>427</b>
School Address	1601 Johnson St., High Point, NC 27262		
Principal	Kris Wheat		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	5-Aug-14		
Date of Last Review/Update	1-Dec-15		
Principal Signature	<hr style="border: none; border-top: 1px solid black; margin: 0;"/> (Signature On File)		
Board of Education Authority Signature	<hr style="border: none; border-top: 1px solid black; margin: 0;"/> (Signature On File)		

School Vision and Mission Statement
<b>Vision</b>
All students at Johnson Street Global Studies will learn and succeed, thus empowering them to become world-class learners.
<b>Mission Statement</b>
We, the staff of Johnson Street Global Studies Magnet School, through designing and utilizing a curriculum rich in global studies and cultural awareness, are committed to providing a safe and supportive environment in which all students can reach their full academic and behavioral potential. We are committed to preparing our students to be successful citizens in a multicultural society.
To lead us toward our mission, our school community shares the following beliefs:
<ul style="list-style-type: none"> <li>• Each child has value.</li> <li>• Students learn best when they are actively involved in learning.</li> <li>• All children can learn.</li> <li>• Students learn differently.</li> <li>• Learning is strengthened through the use of technology.</li> <li>• Education is a lifelong process.</li> <li>• Education is a shared community responsibility.</li> <li>• Diversity is of great value.</li> <li>• Students will learn to respect and accept the value of different cultures.</li> </ul>

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Kris Wheat	8/11/2015	
Instructional Staff Representative	Jessica Mills (3rd Grade Teacher)	5/13/2014	2014-15 and 2015-16
Instructional Support Staff Representative	Jennifer Cooper (CF) (Non-Voting Member)	8/11/2015	2015-2016
Teacher Assistant Representative	Cheryl Taylor (TA)	5/13/2014	2014-15 and 2015-16
Parent Representative	Julia Sowell	5/15/2014	2014-15 and 2015-16
Parent Representative	Chaun Doak	5/15/2014	2014-15 and 2015-16
Instructional Staff Representative	Amanda Eller (6th Grade ELA)	5/21/2015	2015-16 and 2016-17
Instructional Staff Representative	Coshenda Clark (Non-Voting Member/PBIS)	8/11/2015	2015-2016
Elective Representative	Tiffany Odell (Art)	5/21/2015	2015-16 and 2016-17
EC Representative	Cheryl Milikan (EC)	5/13/2014	2014-15 and 2015-16

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

# Guilford County Schools Strategic Plan 2016

## School Targets - End of Grade Scores

410427

Johnson Street Global Studies

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	46.8	52.1	57.4	62.8	68.1	73.4
AMERICAN INDIAN						
ASIAN	47.1	52.4	57.7	63.0	68.3	73.6
BLACK	44.7	50.2	55.8	61.3	66.8	72.4
HISPANIC	38.5	44.7	50.8	57.0	63.1	69.3
2 OR MORE RACES	23.5	31.2	38.8	46.5	54.1	61.8
WHITE	62.5	66.3	70.0	73.8	77.5	81.3
EDS	37.3	43.6	49.8	56.1	62.4	68.7
LEP	23.1	30.8	38.5	46.2	53.9	61.6
SWD	28.6	35.7	42.9	50.0	57.2	64.3
AIG	95.0	95.5	96.0	96.5	97.0	97.5
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	43.6	49.2	54.9	60.5	66.2	71.8
AMERICAN INDIAN						
ASIAN	47.1	52.4	57.7	63.0	68.3	73.6
BLACK	36.9	43.2	49.5	55.8	62.1	68.5
HISPANIC	65.4	68.9	72.3	75.8	79.2	82.7
2 OR MORE RACES	23.5	31.2	38.8	46.5	54.1	61.8
WHITE	50.0	55.0	60.0	65.0	70.0	75.0
EDS	36.7	43.0	49.4	55.7	62.0	68.4
LEP	46.2	51.6	57.0	62.3	67.7	73.1
SWD	22.2	30.0	37.8	45.5	53.3	61.1
AIG	95.0	95.5	96.0	96.5	97.0	97.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	47.3	52.6	57.8	63.1	68.4	73.7
AMERICAN INDIAN						
ASIAN						
BLACK	52.6	57.3	62.1	66.8	71.6	76.3
HISPANIC	40.0	46.0	52.0	58.0	64.0	70.0
2 OR MORE RACES	5.0	14.5	24.0	33.5	43.0	52.5
WHITE	54.5	59.1	63.6	68.2	72.7	77.3
EDS	39.6	45.6	51.7	57.7	63.8	69.8
LEP	20.0	28.0	36.0	44.0	52.0	60.0
SWD	40.9	46.8	52.7	58.6	64.5	70.5
AIG	95.0	95.5	96.0	96.5	97.0	97.5

# Guilford County Schools Strategic Plan 2016

## School Targets - End of Course Scores

410427

Johnson Street Global Studies

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

### TARGET CALCULATOR

ENGLISH 2	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						
MATH 1	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	69.2	72.3	75.4	78.4	81.5	84.6
AMERICAN INDIAN						
ASIAN						
BLACK	80.0	82.0	84.0	86.0	88.0	90.0
HISPANIC						
2 OR MORE RACES						
WHITE	66.7	70.0	73.4	76.7	80.0	83.4
EDS	66.7	70.0	73.4	76.7	80.0	83.4
LEP						
SWD						
AIG	95.0	95.5	96.0	96.5	97.0	97.5
BIOLOGY	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						

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

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

During the 2014-2015 school year, Johnson Street Global Studies remained consistent in terms of reading proficiency, 48% for both 2014 and 2015. Science scores decreased by 2% in 5th grade, while 8th grade Science scores demonstrated an increase of 14.2%. The overall math proficiency decreased by 2.5% to 37.9%, while Math I scores decreased slightly from 100% to 88%. The composite score increased from 47% to 48%. Relative strengths were noted in 5th, 6th, and 7th grade Reading with 55.8%, 51.2%, and 51.2% respectively. Overall, math scores dropped in each grade level from the previous year, with 6th grade math decreasing by 8.7% to an overall proficiency of 16.3%. Again, 8th grade science showed the greatest improvement from 2014 to 2015. DIBELS data for K-2 shows 92% of students are on grade level. This is up by 5% from the previous year. Once again, the attendance rate remained constant at 96%. Johnson Street Global Studies maintained Title I status for the 2015-2016 school year. We are looking to increase PTA membership to 100% for parents and staff members, and provide meaningful opportunities for families to be involved with their students' academic success at JSGS.

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

While the overall reading proficiency remained 48%, three of the 6 grade levels demonstrated a decrease of 5% or more. Third grade reading scores decreased the most, with 11.3% decrease from 53.5 to 42.2%. Math proficiency appears to be the greatest need for improvement, with 5 of the 6 grade levels demonstrating a decrease in proficiency. Fifth grade math demonstrated a gain of 12.9%, rising from 35.9 to 48.8%. Teachers will increase the amount of time and attention allowed for math strategies for intervention and enrichment for students in 3rd through 5th grade. Struggling students in 6th - 8th grade will receive additional math tutoring services in addition to their core academic times. Reading proficiency for our African American students remained consistent at 45%, however, this is still approximately 20% lower than our white students. Again, math proficiency remained consistent for our African American students at 34%, 10% lower than our white students. Our students with disabilities also scored significantly lower than their non-disabled peers in reading, math, and science with a gap of -16.7%, -5%, and -12.9% respectively. Our staff will continue to support all African American and students with disabilities throughout the 2015-2016 school year through year-long professional development offered through SIOP (Sheltered Instruction Observation Protocol) as well as the introduction of Interactive Student Notebooks.

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

## 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) Improve literacy skills in all student subgroups. Additional focus should be on AA and exceptional needs improvement. AA literacy: 46%; SWD: 31%

**Priority Area 2:**

2B) Improve math skills in all student subgroups. Additional focus should be on AA and exceptional needs improvements. AA math: 34.4%; SWD: 28.4%

**Priority Area 3:**

3B) There will be an increased focus on minority achievement.

**Priority Area 4:**

4B) Increase focus on magnet theme and integration of global studies.

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 1</b>	1B) Improve literacy skills in all student subgroups. Additional focus should be on AA and exceptional needs improvement. AA literacy: 46%; SWD: 31%
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2015-16 school year, Johnson Street Global Studies will increase the number of student proficient in reading from 48% to 62%.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By the 2015-2016 school year, Johnson Street Global Studies will increase the number of students proficient in reading from 48% to 62%.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Improvement Strategy #1: Additional direct instruction in reading will be provided to students through strategic scheduling adjustments.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review 2014-2015 testing/DIBELS data with staff.			\$0.00	\$0.00	\$0.00	\$0.00
2) Implement academic department model in 3-5 to allow for maximum focus on core tested area instruction.			\$0.00	\$0.00	\$0.00	\$0.00
3) Maximize use of WIN (What I Need) time to allow for EC and other service receiving students to double dip for instruction.			\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize a reading specialist to provide additional instruction for students in the small-group setting.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize the reading specialist to train and coach teachers in appropriate lesson planning and research-based strategies.			\$0.00	\$0.00	\$0.00	\$0.00
6) Utilize DIBELS/TRC in grades 4/5.	Title I		\$10,000.00	\$0.00	\$0.00	\$0.00
7) Utilize a certified tutor to support foundational and developmental literacy skills. We will use DIBELS, TRC, and assessment data to target skills and form instructional groups.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Additional library resources will be added to support literacy instruction throughout the building.	Title I		\$1,003.00	\$0.00	\$0.00	\$0.00
9) I SUBS WILL BE PROVIDED for Title I paid teachers			\$500.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, the SIOP Model, 4th Edition. The book will highlight strategies for differentiating instructional practices for all students, not just English Learners. (All certified staff, winter and spring 2015)	Title I		\$2,349.36	\$0.00	\$0.00	\$0.00
11) Teachers will participate in six half day staff development opportunities focusing on the SIOP Model.			\$0.00	\$0.00	\$0.00	\$0.00
12) Teachers will meet each Tuesday afternoon. Meetings will highlight conversations and strategies designed to meet the needs of underserved populations. In addition, teachers will work in vertical teams to align lessons with school data and Common Core standards. (All staff, Tuesday afternoons, all year)			\$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) Johnson Street will host a Family/Title I night in the fall of the school year. This will also serve as a the annual meeting for the 2015-16 school year. (September 11, 2015) This event will also coincide with our Book Fair.	Title I		\$2,008.07	\$0.00	\$0.00	\$0.00
14) Johnson Street will host a Curriculum Carnival in the Spring of 2016. This evening will provide an opportunity for parents to visit their child's classroom and see their child's work.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #2</b>						
Improvement Strategy # 2: Staff will be trained and supported to implement guided reading with fidelity.						
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) CF will train teachers in Jan Richardson's model of guided reading for all new staff members not trained during the 2014-15 school year.			\$0.00	\$0.00	\$0.00	\$0.00
2) All core and support teachers will use the guided reading model.			\$0.00	\$0.00	\$0.00	\$0.00
3) Guided reading time will be dedicated during each day's literacy block.			\$0.00	\$0.00	\$0.00	\$0.00
4) WIN time will be used to provided additional guided reading sessions for all students.			\$0.00	\$0.00	\$0.00	\$0.00
5) DIBELS, TRC and other assessment data will be used to level and group students for guided reading instruction.			\$0.00	\$0.00	\$0.00	\$0.00
6) The principal, CF, and reading specialist will routinely monitor guided reading lessons and provide feedback.			\$0.00	\$0.00	\$0.00	\$0.00
7) Resources and instructional materials will be utilized to support the implementation of reading strategies and classroom needs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Additional technology and upgrades will be utilized to support the implementation of literacy strategies. Examples include presentation hardware including the purchase and installation of projectors and document cameras. INITIAL BUDGET LOAD	Title I		\$10,000.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Staff will receive training in the SIOP model in order to differentiate instruction for all learners during the district prescribed early release days.			\$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

## 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 Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be invited to participate in the Monster Reading Night that will be held on Friday, September 11th. The purpose of this event is to provide our parents with tips and tools for cultivating reading skills in their students.			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

### IMPROVEMENT STRATEGY #3

(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

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**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?**

Instructional Framework Walkthroughs, classroom observations, reflection conferences with teachers, and assessment data will be used to determine fidelity of implementation of improvement strategies.

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

DIBELS/TRC, pre- and post- assessments, unit assessments, EOG/EOC assessments will help determine progress towards goal.

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

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

Interim I assessment data shows that literacy scores for all students gained ground against the district using the pre-assessment given in September. Particular areas of strength were 5th grade at 53% and gaining 5 points against the district and 7th grade at 52% and gaining 4 points against the district. 3rd grade at 40.4% and 6th grade at 42% represent relative weaknesses. AA male students moved to 48% compared to 48% for all students in 4th grade and 62% compared to 53% for all students in 5th grade. AA males need particular attention in 3rd grade at 36% compared to 40% for all students.

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

Interim II assessment and MOY/TRC shows that we have gained ground against the district in K and 1 and lost ground slightly in second and third. Our AAM group, with significantly higher growth than the district, showed growth to 75% in kindergarten. We also were above the district in second and third. We will target our first grade AAM group with strategic interventions. In grades 3-5, our 4th graders made significant progress against what growth the district made. Our focus will be in third and fifth grades with strategies to improve toward the 54% goal for this year. We gained ground in Ela in middle school and are only slightly below the district overall. Our eighth graders made more growth than the district at 7.47% and are performing at 53.78% overall.

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

While the overall reading proficiency remained 48%, three of the 6 grade levels demonstrated a decrease of 5% or more. Third grade reading scores decreased the most, with 11.3% decrease from 53.5 to 42.2%. Math proficiency appears to be the greatest need for improvement, with 5 of the 6 grade levels demonstrating a decrease in proficiency. Fifth grade math demonstrated a gain of 12.9%, rising from 35.9 to 48.8%. Teachers will increase the amount of time and attention allowed for math strategies for intervention and enrichment for students in 3rd through 5th grade. Struggling students in 6th - 8th grade will receive additional math tutoring services in addition to their core academic times. Reading proficiency for our African American students remained consistent at 45%, however, this is still approximately 20% lower than our white students. Again, math proficiency remained consistent for our African American students at 34%, 10% lower than our white students. Our students with disabilities also scored significantly lower than their non-disabled peers in reading, math, and science with a gap of -16.7%, -5%, and -12.9% respectively. Our staff will continue to support all African American and students with disabilities throughout the 2015-2016 school year through year-long professional development offered through SIOP (Sheltered Instruction Observation Protocol) as well as the introduction of Interactive Student Notebooks.

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

As noted in the School Improvement Intervention Plan, 36.4% of our K-2 students meet grade level/college readiness expectations, compared to 31.7% for 3rd-5th grade students, and 51% of our 6-8th grade students. 24% of 3rd grade students are proficient as measured on the BOG. Fourth grade pre-assessment data: shows a score of 42.9% compared to the district average of 48.4%, a difference of 5.5%. Fifth grade ELA pre-assessment data shows a score of 44.3% compared to 50.4% for the district, a difference of 6.1%. Sixth grade ELA pre-assessment data shows a score of 39.7% compared to the district average of 41.8%, a difference of 2.1%, while 7th grade scored 47.6% compared to the district average of 51.2%, a difference of 3.6%, and 8th grade scored 46.2% compared to the district average of 48.9%, a difference of 2.7%. There is an obvious discrepancy between the school ELA data and the district, with noted weaknesses presented in 3rd, 4th and 5th grade. In an effort to meet the individual needs of students, WIN groups have been formed to provide additional instruction in a small group setting. A reading tutor has also been secured to work with 3-5 students on a weekly basis. As a school-wide focus, teachers are continuing to focus on questioning and quick writes through the use of Interactive Student Notebooks. We also recently purchased LLI, Leveled Literacy Intervention, materials that are implemented in small group settings with our Reading Specialist.

*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.)

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

**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?)*

Based on the data, we believe an increased focus on the strategies is warranted. More attention to guided reading will be paid by including GR instructional topics and review at weekly PLC meeting and whole school faculty meetings. Reading tutors will also begin during the second semester of the school year. No other changes will be made at this time.

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

We will continue to monitor our guided reading practices and review our half-day staff development instruction that focused on guided reading, writing, and our AAM population. We will also continue to monitor our K-8 reading tutors.

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

We will continue to monitor our guided reading practices and review our half-day staff development instruction that focused on guided reading, writing, and our AAM population. We will also continue to monitor our K-8 reading tutors.

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

The initial data gained through DIBELS/TRC, BOG, and pre-assessments allows students to be grouped deliberately in order to provide instructional support. Instructional practices identified through the SIOP training is reinforced during weekly PLC meetings. Individual student data will be compared with the upcoming TE-21 data in order to identify trends, increases, and decreases in proficiency. WIN (What I Need) groups and small group tutoring may be adjusted to reflect the additional data source.

*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:	Johnson Street Global Studies	School Number:	427
Principal:	Kris Wheat		
LEA Name/Number:	Guilford County Schools (410)		

## Priority Area 1

1B) Improve literacy skills in all student subgroups. Additional focus should be on AA and exceptional needs improvement. AA literacy: 46%; SWD: 31%

## Improvement Strategy #1

Improvement Strategy #1: Additional direct instruction in reading will be provided to students through strategic scheduling adjustments.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review 2014-2015 testing/DIBELS data with staff.	Including teachers in decisions regarding the use of assessments	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Implement academic department model in 3-5 to allow for maximum focus on core tested area instruction.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Maximize use of WIN (What I Need) time to allow for EC and other service receiving students to double dip for instruction.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize a reading specialist to provide additional instruction for students in the small-group setting.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
5) Utilize the reading specialist to train and coach teachers in appropriate lesson planning and research-based strategies.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
6) Utilize DIBELS/TRC in grades 4-5.	Coordination & Integration of Federal, State, and Local Services	Reading	Supplies & Materials	3-5330-050-411	\$10,000.00				\$0.00				\$0.00	\$10,000.00
7) Utilize a certified tutor to support foundational and developmental literacy skills. We will use DIBELS, TRC, and assessment data to target skills and form instructional	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Additional library resources will be added to support literacy instruction throughout the building.	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$1,003.00				\$0.00				\$0.00	\$1,003.00
9) I SUBS WILL BE PROVIDED for Title I paid teachers	Select from drop down menu		Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$500.00				\$0.00				\$0.00	\$500.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, the SIOP Model, 4th Edition. The book will highlight strategies for differentiating instructional practices for all students, not just English Learners. (All certified staff, winter and spring 2015)		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$2,349.36	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,349.36
11) Teachers will participate in six half day staff development opportunities focusing on the SIOP Model.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Teachers will meet each Tuesday afternoon. Meetings will highlight conversations and strategies designed to meet the needs of underserved populations. In addition, teachers will work in vertical teams to align lessons with school data and Common Core standards. (All staff, Tuesday afternoons, all year)		Reading & Math			\$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) Johnson Street will host a Family/Title I night in the fall of the school year. This will also serve as a the annual meeting for the 2015-16 school year. (September 11, 2015) This event will also coincide with our Book Fair.	<ul style="list-style-type: none"> <li>1) Convene a Title I Annual public meeting.</li> <li>2) Offer a flexible number of meetings.</li> <li>3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.</li> <li>4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).</li> <li>5) Provide regular opportunities for parents to meet with school staff.</li> <li>6) Provide for parent comments and feedback on the content of the schoolwide program plan.</li> <li>7) Develop School-Parent compacts.</li> <li>8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.</li> <li>9) Provide materials and training to help parents work with their children to improve achievement.</li> <li>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.</li> <li>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.</li> <li>12) Ensure that information is clear and understandable for parents, translate as needed.</li> <li>13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and</li> </ul>	Reading	Parent - Other Food Purchases	3-5880-050-459	\$2,008.07	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,008.07
14) Johnson Street will host a Curriculum Carnival in the Spring of 2016. This evening will provide an opportunity for parents to visit their student's classroom, participate in	<ul style="list-style-type: none"> <li>2) Offer a flexible number of meetings.</li> <li>8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and</li> </ul>				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$15,860.43

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Improvement Strategy # 2: Staff will be trained and supported to implement guided reading with fidelity.

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) CF will train teachers in Jan Richardson's model of guided reading for all new staff members not trained during the 2014-15 school year.	Activities for children experiencing difficulty		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) All core and support teachers will use the guided reading model.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Guided reading time will be dedicated during each day's literacy block.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) WIN time will be used to provided additional guided reading sessions for all students.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
5) DIBELS, TRC and other assessment data will be used to level and group students for guided reading instruction.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
6) The principal, CF, and reading specialist will routinely monitor guided reading lessons and provide feedback.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
7) Resources and instructional materials will be utilized to support the implementation of reading strategies and classroom needs.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Additional technology and upgrades will be utilized to support the implementation of literacy strategies. Examples include presentation hardware including the purchase and installation of projectors and document	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$10,000.00				\$0.00				\$0.00	\$10,000.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		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) Staff will receive training in the SIOP model in order to differentiate instruction for all learners during the district prescribed early release days.			Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will be invited to participate in the Monster Reading Night that will be held on Friday, September 11th. The purpose of this event is to provide our parents with tips and	2) Offer a flexible number of meetings. 9) Provide materials and training to help parents work with their children to improve achievement.	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
													<b>Subtotal #2:</b>	<b>\$10,000.00</b>





## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 2</b>	2B) Improve math skills in all student subgroups. Additional focus should be on AA and exceptional needs improvements. AA math: 34.4%; SWD: 28.4%
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2015-16 school year, Johnson Street Global Studies will increase the number of student proficient in math from 37.9% to 60%.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By the 2015-16 school year, Johnson Street Global Studies will increase the number of students proficient in math from 37.9% to 60%.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Improvement Strategy #1: Staff will be trained to use standards for mathematical practices in their classrooms as they develop engaging and rigorous lessons for all students.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will be supplied with data notebooks consisting of pacing guides, assessment data, etc.			\$0.00	\$0.00	\$0.00	\$0.00
2) The certified tutor will work with students who struggle to understand mathematical concepts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The CF and district math coaches will train and coach teachers the implementation of the practices into lesson plans and classroom routines.			\$0.00	\$0.00	\$0.00	\$0.00
4) Lesson plan reviews will be used to monitor and assist with the implementation of mathematic practices.			\$0.00	\$0.00	\$0.00	\$0.00
5) Instructional Framework Walkthrough observations will be used to monitor the use and implementation of the mathematical practices and appropriate DOK questions/assignments.			\$0.00	\$0.00	\$0.00	\$0.00
6) Resources and instructional materials will be utilized to support the implementation of math strategies. Supplies and materials will also be utilized to support students' classroom needs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Teachers will meet each Tuesday afternoon. Meetings will highlight conversations and strategies designed to meet the needs of underserved populations. In addition, teachers will work in vertical teams to align lessons with school data and Common Core standards. (All staff, every Tuesday afternoon, all year)			\$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

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Johnson Street will host a family math night in the spring of the year. The math night will be one of six meetings for parents including four curriculum nights and two student performances. (Math night will be 4/15/16)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

  

IMPROVEMENT STRATEGY #2						
Improvement Strategy #2: Additional direct instruction in math will be provided for students through various scheduling adjustments.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review 2014-2015 testing/assessment data with staff.			\$0.00	\$0.00	\$0.00	\$0.00
2) Implement department model in 3-5 to allow for maximum focus on core tested subjects.			\$0.00	\$0.00	\$0.00	\$0.00
3) Maximize use of WIN (What I Need) time to allow for EC and other service receiving students to double dip for instruction.			\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize a certified math tutor to provide small-group instruction for students.			\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize the district math coaches to train and coach teachers in appropriate lesson planning and research-based strategies.			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

  

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
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) Utilize the district ESL specialist to train and coach teachers in appropriate lesson planning and research-based strategies using the SIOP approach. (All certified math staff, half-day staff development days)			\$0.00	\$0.00	\$0.00	\$0.00
11) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, The SIOP Model', 4th Edition. The book will highligh strategies for differentiating instructional practices for all students. (All certified staff, weekly PLC's, winter and spring 2016)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 2B 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 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) Johnson Street will host a Curriculum Carnival in the Spring of 2016. This evening will provide an opportunity for parents to visit their student's classroom, participate in Reading EOG activities, and earn prizes.			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

### IMPROVEMENT STRATEGY #3

(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

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

**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?**

Instructional Framework Walkthroughs, classroom observations, reflection conferences with teachers, and assessments data will be used to determine fidelity of implementation of improvement strategies.

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

DIBELS/TRC, interim assessments, unit assessments, EOG/EOC assessments will help determine progress towards goal.

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

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

Interim 1 assessment data shows that math scores for all students with the exception of 5th grade lost ground against the district using the pre-assessment given in September. Particular areas of strength were 5th grade at 32% and gaining 8 points against the district. 6th and 7th grade at 26% and 30% respectively represent the greatest areas of focus. AA male students outperformed the general population of students in 5th grade. AA males need particular attention in 4th grade with a 7 point gap from the general population at 30% compared to 37%.

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

When comparing the Fall Interim Assessment to the Spring Assessment, overall we did not see the gains we had expected. Although, growth was made in grades 3-6 math class classes, minimal or negative growth was seen in middle school classes. This data is not in line with the district data at this time. More specifically, in looking further at the IBM2 data for middle school math, we see that adequate growth was made in 6th grade, but in 7th grade and Math 1 classes the growth data of -0.6 and -1.66 respectively, indicate area of immediate focus in order to reach the goal of increasing the number of student proficient to 50%.

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

Math proficiency appears to be the greatest need for improvement, with 5 of the 6 grade levels demonstrating a decrease in proficiency. Fifth grade math demonstrated a gain of 12.9%, rising from 35.9 to 48.8%. Teachers will increase the amount of time and attention allowed for math strategies for intervention and enrichment for students in 3rd through 5th grade. Struggling students in 6th - 8th grade will receive additional math tutoring services in addition to their core academic times.

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

As noted on the School Improvement Intervention Plan, 80% of K-2 students currently meet grade-level/college readiness expectations for Math. This is compared to 34.7% of 3rd-5th graders and 31.7% of 6th-8th grade students. Math pre-assessment data for 3rd grade shows a score of 27.1% compared to the district average of 30.5%, a difference of 3.4%. Fourth grade math pre-assessment data 29.8% compared to the district average of 34.3%, a difference of 4.5%, and fifth grade scored 27.5% compared to the district average of 30%, a difference of 2.5%. Overall, this negative discrepancy trend is demonstrated in the middle grades as well. Students in 6th grade demonstrated a score of 26.7% compared to the district average of 27.8, a slight difference of 1.1%. Students in 7th grade scored 24.6% compared to the district average of 30.1%, a difference of 5.5%, while students in 8th grade scored 28.8% compared to the district average of 31.1%, a slight difference of 2.3%. Math I is the only area showing an increase over the district, with a score of 36.4% compared to 35.6%, a slight increase of 0.8%. Obvious areas of concern as presented at the 4th and 7th grade levels. To accommodate the needs of students in 3-5, classrooms are now departmentalized. The data presented by the 7th grade students is not surprising given their EOG scores from the previous year. Additional math support is being provided in the 7th grade classes through the use of a middle grade math tutor. We have also altered the schedule of identified middle school students to receive structured time for Think Through Math twice a week with an instructional assistant in the computer lab.

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.)

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

**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?)*

Based on the data, we believe an increased focus on the strategies is warranted. Weekly PLC meeting and whole school faculty meetings will focus on whole group math instruction and appropriate use of tutors. Math tutors will begin during the second semester of the school year. We will also lose our math specialist after the winter break. Our strategies will reflect the increased use of teacher leaders for training and increased hours for math tutoring.

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

Based on the results from Interim Benchmark Assessment in math, we should continue with researched based interventions in all areas and continue to accelerate those students currently performing at and above grade level. We will also continue to implement strategies the staff has learned in the areas of the mathematical practices and vocabulary, personalized learning, culturally responsiveness and lesson alignment covered in both vertical planning and professional development this year.

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

Based on the results from Interim Benchmark Assessment in math, we should continue with researched based interventions in all areas and continue to accelerate those students currently performing at and above grade level. We will also continue to implement strategies the staff has learned in the areas of the mathematical practices and vocabulary, personalized learning, culturally responsiveness and lesson alignment covered in both vertical planning and professional development this year.

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

The initial data support our focus of increased support for middle grades, especially 7th grade. WIN time has been adjusted to include math instruction as well. Interactive Student Notebooks are also being utilized in math classrooms to support the school and district focus of writing and questioning. Our middle grade math teachers are attending the learning conferences, and the provided strategies will be re-addressed during weekly PLC meetings. Individual student data will be compared with the upcoming TE-21 data in order to identify trends, increases, and decreases in proficiency. WIN groups and small group tutoring may be adjusted to reflect the additional data source.

#### *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: **Johnson Street Global Studies**  
 Principal: Kris Wheat  
 LEA Name/Number: Guilford County Schools (410)

School Number: **427**

## Priority Area 2

2B) Improve math skills in all student subgroups. Additional focus should be on AA and exceptional needs improvements. AA math: 34.4%; SWD: 28.4%

## Improvement Strategy #1

Improvement Strategy #1: Staff will be trained to use standards for mathematical practices in their classrooms as they develop engaging and rigorous lessons for all students.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will be supplied with data notebooks consisting of pacing guides, assessment data, etc.			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) The certified tutor will work with students who struggle to understand mathematical concepts.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
3) The CF and district math coaches will train and coach teachers the implementation of the practices into lesson plans and classroom routines.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
4) Lesson plan reviews will be used to monitor and assist with the implementation of mathematic practices.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Instructional Framework Walkthrough observations will be used to monitor the use and implementation of the mathematical practices and appropriate DOK	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Resources and instructional materials will be utilized to support the implementation of math strategies. Supplies and materials will also be utilized to support students' classroom needs.	Schoolwide Reform Strategies				\$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) Teachers will meet each Tuesday afternoon. Meetings will highlight conversations and strategies designed to meet the needs of underserved populations. In addition, teachers will work in vertical teams to align lessons with school data and Common Core standards. (All staff, every Tuesday afternoon, all year)			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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B													
13) Johnson Street will host a family math night in the spring of the year. The math night will be one of six meetings for parents including four curriculum nights and two student performances. (Math night will be 4/15/16)	2) Offer a flexible number of meetings. 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. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Math	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
14)					\$0.00				\$0.00				\$0.00
15)					\$0.00				\$0.00				\$0.00
												Subtotal #1:	\$0.00

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

## Improvement Strategy #2

Improvement Strategy #2: Additional direct instruction in math will be provided for students through various scheduling adjustments.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review 2014-2015 testing/assessment data with staff.	Schoolwide Reform Strategies		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) Implement department model in 3-5 to allow for maximum focus on core tested subjects.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Maximize use of WIN (What I Need) time to allow for EC and other service receiving students to double dip for instruction.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Utilize a certified math tutor to provide small-group instruction for students.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
5) Utilize the district math coaches to train and coach teachers in appropriate lesson planning and research-based strategies.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
6)	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
7)	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps</b> (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) Utilize the district ESL specialist to train and coach teachers in appropriate lesson planning and research-based strategies using the SIOP approach. (All certified math staff, half-day staff development days)			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) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, The SIOP Model', 4th Edition. The book will highlight strategies for differentiating instructional practices for all students. (All certified staff, weekly PLC's, winter and spring 2016)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>		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) Johnson Street will host a Curriculum Carnival in the Spring of 2016. This evening will provide an opportunity for parents to visit		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
													<b>Subtotal #2:</b>	<b>\$0.00</b>





## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 3</b>	3B) There will be an increased focus on minority achievement.
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2015-16 school year, Johnson Street Global Studies will increase the proficiency of AA students from the baseline score of 45% in reading to the state goal of 61% and from the baseline score of 37 in math to the state goal of 55%.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By the 2015-16 school year, Johnson Street Global Studies will increase the proficiency of AA students from the baseline score of 45% in reading to the state goal of 53% and from the baseline score of 37 in math to the state goal of 46%.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Improvement Strategy #1: Implement and monitor research-based practices for targeting struggling and underachieving learners.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) K-5 staff will use information and strategies gained from the summer AA symposium as guiding principles for their classrooms.			\$0.00	\$0.00	\$0.00	\$0.00
2) PLC's will be designed to focus on data, strategies, assessment and achievement of AA and other underrepresented groups.			\$0.00	\$0.00	\$0.00	\$0.00
3) Classroom strategies obtained through SIOP training will be utilized to target AA and underperforming minority groups. These strategies will be researched, discussed, and implemented in classrooms.			\$0.00	\$0.00	\$0.00	\$0.00
4) Coaching, observations, and feedback opportunities will reflect a focus on AA and other minority groups.			\$0.00	\$0.00	\$0.00	\$0.00
5) Johnson Street will implement character development, service learning, and leadership opportunities for students through our Leadership and Learners program.			\$0.00	\$0.00	\$0.00	\$0.00
6) Students will have opportunities to participate in fieldtrips to area high schools and local universities that expose them to potential college & career opportunities and ignite their curiosity for reading to learn.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Select staff will have an opportunity to attend targeted professional development such as conferences and/or school visits that target strategies for impacting struggling and underserved learners. There is a tentative trip to Ron Clark Academy for representatives from K-2, 3-5, 6-8, and support staff during the winter.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Staff will participate in the AA Male Achievement symposium delivered by GCS. Topics are embedded in all staff development opportunities throughout the school year. (All K-5 certified staff, Summer 2015)			\$0.00	\$0.00	\$0.00	\$0.00
11) Select staff will have an opportunity to attend targeted professional development such as conferences and/or school visits that target strategies for impacting struggling and underserved learners.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #2</b>						
Improvement Strategy #2: Address cultural responsiveness among faculty and staff.						
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) Introduce cultural relevant topics as part of each staff meeting.			\$0.00	\$0.00	\$0.00	\$0.00
2) Highlight experts on the staff and provide opportunities to share and train in what is working.			\$0.00	\$0.00	\$0.00	\$0.00
3) Johnson Street will monitor and address racial disparities in disciplinary outcomes.			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

10) Staff will continue to draw from the previous year's book study using the book, 'Teaching, Parenting, and Mentoring Successful Black Males'.			\$0.00	\$0.00	\$0.00	\$0.00
11) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, The SIOP Model', 4th Edition. The book will highligh strategies for differentiating instructional practices for all students. (All certified staff, weekly PLC's, winter and spring 2016)			\$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
14)				\$0.00	\$0.00	\$0.00
15)				\$0.00	\$0.00	\$0.00
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
2)				\$0.00	\$0.00	\$0.00
3)				\$0.00	\$0.00	\$0.00
4)				\$0.00	\$0.00	\$0.00
5)				\$0.00	\$0.00	\$0.00
6)				\$0.00	\$0.00	\$0.00
7)				\$0.00	\$0.00	\$0.00
8)				\$0.00	\$0.00	\$0.00
9)				\$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
11)				\$0.00	\$0.00	\$0.00
12)				\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Instructional Framework Walkthroughs, classroom observations, reflection conferences with teachers, and assessment data will be used to determine fidelity of implementation of improvement strategies.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
DIBELS/TRC, Pre- and Post- assessments, unit assessments, EOG/EOC assessments will help determine progress towards goal.						
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Using the Interim Assessment data, we see that performance for AA male students and AA students in general is strong compared to all students. Gaps between white and AA students average 7 points and are less than 10 points in all assessed areas with the exception of 4th grade ELA at 12 points. AA male performance is even stronger averaging 6 points. This performance is significantly stronger than 2013-14 EOG data shows. As such we should continue with our strategies of focusing on research based practices for underserved and underperforming learners as well as our work with the staff on culturally responsive practices and strategies.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
When comparing the first Interim Assessment to the second, overall we did not see the gains we would've expected. Although, this is in line with the district data. More specifically, in looking further at the IBM2 for reading, we see that fourth, fifth and eighth grade AAM students out performed the general population by an average of 3.6 points. Contrary to this, we see that there was a loss for our AAM students in reading in third, sixth and seventh grade by 4.4 points. In math, we see that our AAM students have gained over our general population in fifth, sixth and eighth grade by an average of 2.6 points and we have a loss in third, fourth and seventh by 5.2 points. In addressing our K-2 students using our Reading 3D data, our AAM group was significantly higher than the district in Kindergarten and above the district in second and third.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
Reading proficiency for our African American students remained consistent at 45%, however, this is still approximately 20% lower than our white students. Again, math proficiency remained consistent for our African American students at 34%, 10% lower than our white students. Our students with disabilities also scored significantly lower than their non-disabled peers in reading, math, and science with a gap of -16.7%, -5%, and -12.9% respectively. Our staff will continue to support all African American and students with disabilities throughout the 2015-2016 school year through year-long professional development offered through SIOP (Sheltered Instruction Observation Protocol) as well as the introduction of Interactive Student Notebooks.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
According to initial DIBELS data, 59% of AA males are on grade level compared to 66% of all students. EOG data support that AA students are performing significantly lower than our white students in both reading and math. Overall, AA students have a reading proficiency score of 45.6 compared to our white students at 66. They are higher than our Hispanic students who have a reading proficiency composite score of 42.3. Math proficiency shows a similar trend. AA students have an overall score of 34.4, compared to Hispanic students at 42.3, and white students at 44. This data is reflective of grades 3-8. This data support our continued focus of instructional strategies gained through the SIOP training, which emphasize building relationships with students and making instruction relevant.						
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)						

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

**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?)*

Based on the results we should continue with our strategies of focusing on research based practices for underserved and underperforming learners as well as our work with the staff on culturally responsive practices and strategies.

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

Based on the results from Reading 3D and the Interim Benchmark Assessment in reading and math, we should continue with researched based interventions in all areas and continue to accelerate those students currently performing at our above. We will also continue implementation of the culturally responsive practices staff has learned about during professional development this year.

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

Based on the results from Reading 3D and the Interim Benchmark Assessment in reading and math, we should continue with researched based interventions in all areas and continue to accelerate those students currently performing at our above. We will also continue implementation of the culturally responsive practices staff has learned about during professional development this year.

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

Initial data supports the need for individualized instruction and interventions for struggling AA students. Individual student data will be compared with the upcoming TE-21 data in order to identify trends, increases, and decreases in proficiency. WIN and tutoring groups will be adjusted as a means to reflect and support student achievement.

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

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

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name:	Johnson Street Global Studies	School Number:	427
Principal:	Kris Wheat		
LEA Name/Number:	Guilford County Schools (410)		

## Priority Area 3

3B) There will be an increased focus on minority achievement.

## Improvement Strategy #1

Improvement Strategy #1: Implement and monitor research-based practices for targeting struggling and underachieving learners.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) K-5 staff will use information and strategies gained from the summer AA symposium as guiding principles for their classrooms.	Schoolwide Reform Strategies		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) PLC's will be designed to focus on data, strategies, assessment and achievement of AA and other underrepresented groups.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Classroom strategies obtained through SIOP training will be utilized to target AA and underperforming minority groups. These strategies will be researched, discussed, and	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Coaching, observations, and feedback opportunities will reflect a focus on AA and other minority groups.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Johnson Street will implement character development, service learning, and leadership opportunities for students through our Leadership and Learners program.	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
6) Students will have opportunities to participate in fieldtrips to area high schools and local universities that expose them to potential college & career opportunities and ignite their	Transition Activities (PreK-K, 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
7) Select staff will have an opportunity to attend targeted professional development such as conferences and/or school visits that target strategies for impacting struggling and underserved learners. There is a tentative trip to Ron Clark Academy for representatives from	Activities for children experiencing difficulty				\$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) Staff will participate in the AA Male Achievement symposium delivered by GCS. Topics are embedded in all staff development opportunities throughout the school year. (All K-5 certified staff, Summer 2015)					\$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) Select staff will have an opportunity to attend targeted professional development such as conferences and/or school visits that target strategies for impacting struggling and underserved learners.					\$0.00	Reading & Math			\$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 #1:													\$0.00	\$0.00

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Improvement Strategy #2: Address cultural responsiveness among faculty and staff.

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) Introduce cultural relevant topics as part of each staff meeting.	Schoolwide Reform Strategies	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Highlight experts on the staff and provide opportunities to share and train in what is working.	Instruction by Highly Qualified Teachers				\$0.00				\$0.00				\$0.00	\$0.00
3) Johnson Street will monitor and address racial disparities in disciplinary outcomes.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4)	Schoolwide Reform Strategies				\$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
<b>Professional Development Action Steps</b> (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) Staff will continue to draw from the previous year's book study using the book, 'Teaching, Parenting, and Mentoring Successful Black Males'.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Teachers will participate in a book study using the book 'Making Content Comprehensible for English Learners, The SIOP Model', 4th Edition. The book will highlight strategies for differentiating instructional practices for all students. (All certified staff, weekly PLC's, winter and spring 2016)		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>	<b>Title I Parent Involvement Component</b>	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
<b>Subtotal #2:</b>													<b>\$0.00</b>	





## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 4</b>	4B) Increase focus on magnet theme and integration of global studies.
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By 2015-2016 100% of students will participate in a robust global studies curriculum that reflects current and relevant global competencies.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By 2015-2016, 100% of students will participate in a robust global studies curriculum that reflects current and relevant global competencies.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Improvement Strategy #1 Teachers will be introduced to the VIF Learning Center, an online platform for global studies curriculum.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will be trained using the global competencies laid out by VIF.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
2) K-5 students will participate in a global studies media elective using VIF curriculum.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
3) 6-8 students will have VIF global studies curriculum integrated into their social studies classes.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
4) Select teachers will participate in World View symposium and spring seminars.	Magnet		\$0.00	\$0.00	\$0.00	\$2,000.00
5) Teachers will have various technology to support the implementation of the magnet theme in the classroom (ie, Passport curriculum offered through VIF)	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Select teachers will have the opportunity to earn the designation of a 'Global Ready Educator'.			\$0.00	\$0.00	\$0.00	\$0.00
11) Select staff members will have the opportunity to visit model schools that offer Global Ready Education. (ie, Holt School in Durham, NC)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

  

IMPROVEMENT STRATEGY #2						
Improvement Strategy #2 Students and parents will participate in events designed to highlight various cultures.						
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) Johnson Street will host various cultural presentations throughout the year for parents and students.	Magnet		\$0.00	\$0.00	\$0.00	\$1,700.00
2) Johnson Street will host an international week which will include a parent involvement night as a culminating event.	Magnet		\$0.00	\$0.00	\$0.00	\$3,000.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00

  

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

  

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Johnson Street will host various cultural presentations throughout the year for parents and students.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
14) Johnson Street will host an international week which will include a parent involvement night as a culminating event.	Magnet		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

Improvement Strategy #3 Johnson Street will focus on strengthening and advertising the global studies magnet theme.

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) School will purchase items related to advertising and marketing of the global studies program.	Magnet		\$0.00	\$0.00	\$0.00	\$2,300.00
2) School will purchase items to enhance and maintain the visual support of the magnet curriculum.	Magnet		\$0.00	\$0.00	\$0.00	\$200.00
3) Johnson Street Global will participate in the district's annual Magnet Fair.	Magnet		\$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

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

**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?**

Feedback from magnet events, staff survey data, and parent survey data will be used to determine the fidelity of strategy deployment.

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

Parent feedback along with magnet enrollment data will be used to determine the progress towards and success of the goal.

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

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

We have begun implementation of the global competencies lessons in grade K-5 through our global studies elective. 6-8 students are receiving this content through integration into their social studies classes. The school has also begun work on the winter International Week as well as planning for recruiting and advertising for the upcoming magnet recruiting season. Students have enjoyed presentations from Chinese Acrobats during the first semester as well. All strategies are being implemented with fidelity and success.

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

We have continued to implement the global competencies lessons in grade K-5 through our global studies elective. 6-8 students are continuing to receive this content through integration into their social studies classes. The school has also hosted an International Week as well as completed recruiting and advertising for the magnet recruiting season. Students have enjoyed presentations from Japanese Drummers during the second semester as well. All strategies are being implemented with fidelity and success.

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

We have continued to implement the global competencies lessons in grade K-5 through our global studies elective. 6-8 students are continuing to receive this content through integration into their social studies classes. The school has also hosted an International Week as well as completed recruiting and advertising for the magnet recruiting season. Students have enjoyed presentations from Japanese Drummers during the second semester as well. All strategies are being implemented with fidelity and success.

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

Global competencies are incorporated in grades K-5 through our Global Media elective. Students in middle grades are receiving this content through integration in their social studies classes. A team of 4 staff members recently attended the World View Symposium, and is making plans for a global theme to be implemented school-wide. There have also been conversations with the World Language Department regarding the implementation of an English course offered at the school for our Spanish-speaking families. We recently enjoyed a presentation from a gentleman from Kenya, who demonstrated his record-holding basketball dribbling skills and shared a message of hard work and determination. The International committee is beginning to plan the activities associated with International week and night. We have also recently purchased additional marketing materials and will begin the Magnet Monday season in the upcoming weeks. We also recently purchased the Flocabulary program and teachers are sharing the 'Week In Rap' series each Monday as a means to incorporate global news.

*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.)

## PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

**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?)*

No adjustment to this goal or the associated strategies at this time.

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

No adjustment to this goal or the associated strategies at this time.

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

No adjustment to this goal or the associated strategies at this time.

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

No adjustment to this goal or the associated strategies at this time.

*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 4B

School Name: **Johnson Street Global Studies**  
Principal: Kris Wheat  
LEA Name/Number: Guilford County Schools (410)

School Number: **427**

Priority Area 4														
4B) Increase focus on magnet theme and integration of global studies.														
Improvement Strategy #1														
Improvement Strategy #1 Teachers will be introduced to the VIF Learning Center, an online platform for global studies curriculum.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will be trained using the global competencies laid out by VIF.	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) K-5 students will participate in a global studies media elective using VIF curriculum.					\$0.00				\$0.00				\$0.00	\$0.00
3) 6-8 students will have VIF global studies curriculum integrated into their social studies classes.					\$0.00				\$0.00				\$0.00	\$0.00
4) Select teachers will participate in World View symposium and spring seminars.					\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will have various technology to support the implementation of the magnet.					\$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 teachers will have the opportunity to earn the designation of a 'Global Ready Educator'.		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) Select staff members will have the opportunity to visit model schools that offer Global Ready Education. (ie, Holt School in Durham, NC)					\$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 #1:													\$0.00	

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

## Improvement Strategy #2

Improvement Strategy #2 Students and parents will participate in events designed to highlight various cultures.

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) Johnson Street will host various cultural presentations throughout the year for parents and students.	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 budget category from drop down menu		\$0.00	\$0.00
2) Johnson Street will host an international week which will include a parent involvement night as a culminating event.					\$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 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) Johnson Street will host various cultural presentations throughout the year for parents and students.	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Johnson Street will host an international week which will include a parent involvement night as a culminating event.					\$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

Improvement Strategy #3 Johnson Street will focus on strengthening and advertising the global studies magnet theme.

Improvement Strategy #3 Johnson Street will focus on strengthening and advertising the global studies magnet theme.	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) School will purchase items related to advertising and marketing of the global studies program.	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		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) School will purchase items to enhance and maintain the visual support of the magnet curriculum.					\$0.00				\$0.00				\$0.00	\$0.00
3) Johnson Street Global will participate in the district's annual Magnet Fair.					\$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	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)	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: **Johnson Street Global Studies**  
Principal: **Kris Wheat**  
LEA: **Guilford County Schools (410)**

School Number: **427**

PRC 050 Allocation	\$80,320.07
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Parent Involvement Set-Aside
\$2,008.07
Budgeted Parent Involvement
\$2,008.07
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$2,349.36
Budgeted Professional Development
\$2,349.36
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	427 Salary - Social Worker	\$0.00
	3-5320-050-181-	427 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	427 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	427 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	427 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	427 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	427 Salary - Teacher	\$19,239.00
PD	3-5330-050-125-	427 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	427 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	427 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	427 Salary - Tutor (Daytime)	\$23,100.00
	3-5330-050-144-	427 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	427 Salary - Substitute Pay (NOT Professional Development)	\$464.47
PD	3-5330-050-163-	427 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	427 Payroll - Supplementary Pay (5330)	\$2,536.05
	3-5330-050-184-	427 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	427 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	427 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	427 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	427 Payroll - Social Security/FICA (5330)	\$3,468.47
	3-5330-050-221-	427 Payroll - Retirement (5330)	\$3,412.15
	3-5330-050-231-	427 Payroll - Hospitalization Ins. (5330)	\$2,739.50
	3-5330-050-311-	427 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	427 Staff Dev/Workshop Expenses**	\$2,349.36
	3-5330-050-314-	427 Printing & Binding	\$0.00
	3-5330-050-326-	427 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	427 Field Trips	\$0.00
PD	3-5330-050-352-	427 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	427 Membership Dues & Fees	\$0.00
	3-5330-050-411-	427 Supplies & Materials	\$10,000.00
	3-5330-050-414-	427 Library Books	\$1,003.00
	3-5330-050-418-	427 Computer Software & Supplies	\$10,000.00
	3-5330-050-461-	427 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	427 Computer Equipment	\$0.00
	3-5330-050-541-	427 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	427 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	427 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	427 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	427 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	427 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	427 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	427 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	427 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	427 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	427 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	427 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	427 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	427 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	427 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	427 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	427 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	427 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	427 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	427 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	427 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	427 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	427 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	427 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	427 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	427 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	427 Parent - Postage	\$0.00
PI	3-5880-050-411-	427 Parent - Supplies & Materials	\$0.00
PI	3-5880-050-459-	427 Parent - Other Food Purchases	\$2,008.07
	3-6550-050-331-	427 Pupil Transportation - Contracted	\$0.00

\$80,320.07	TOTAL BUDGET
(\$0.00)	DIFFERENCE
(red)-overbudget	
blacks-underbudget/balanced	
\$31,395.17	Position Total
\$46,924.90	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.

\$202,582.26

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**Johnson Street Global Studies**

**School Number: 427**

**School Address:**

1601 Johnson St., High Point, NC 27262

**Principal:**

Kris Wheat

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Alison Buniva- Data Manager	Annually	8/3/2015
Pre-Crisis Checklist	Kris Wheat- Principal	Annually	8/3/2015
After Hours Emergency Contact List	Kym Gould- Treasurer	Annually	8/3/2015
Register Principal for Sex-Offender Registry Notifications	Kris Wheat- Principal	Annually	Ongoing
Diabetic Training for Staff	Claudia Eldridge- Guidance Counselor	Annually	9/8/2015
Distribute/Explain Crisis Plan to Staff	Kris Wheat- Principal	Annually	8/4/2015
Distribute/Explain Code of Conduct	Kris Wheat- Principal	Annually	8/4/2015
Tornado Drill	Kris Wheat- Principal	Annually	1-Mar-16
Conduct Student Safety Perception Survey	Kris Wheat- Principal	Annually	20-Apr-16
Train staff on Emergency Notification Network deployment	Kris Wheat- Principal	Annually	Sep-15
Lock-down Drills	Kris Wheat- Principal	Bi-Annually	9/16/15 & 1/13/2016
Safety Inspection	Kris Wheat- Principal	Bi-Annually	9/24/2015 & 1/13/2016
Alternate Route Fire Drill	Kris Wheat- Principal	Bi-Annually	November 2015 & April 2016
Playground Inspection	Kris Wheat- Principal	Bi-Annually	8/31/2015 & 1/13/2016
Fire Drill / Sanitation Inspection	Kris Wheat- Principal	Monthly	8/14/2015
Fire Extinguishers Inspection	Kris Wheat- Principal	Monthly	8/14/2015
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Kris Wheat- Principal	Monthly	Last school day of each month
Automated External Defibrillator (AED) Inspection	Kris Wheat- Principal	Monthly	8/14/2015
Discipline Incidents in PowerSchool	Kris Wheat- Principal	Ongoing	
Volunteer Background Checks	HR	Ongoing	
Monitor Visitor Check-In	Kym Gould- Treasurer	Ongoing	
Monitor Arrival and Dismissal of Students	Alison Buniva- Data Manager	Ongoing	
Monitor Sex Offender Registry	Kris Wheat- Principal	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Kris Wheat- Principal	Ongoing	

## RESOURCE MATERIALS

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

**JOHNSON STREET GLOBAL STUDIES-SIP BUDGET SUMMARY 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	19,239.00		6,943.02	12,295.98
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	17,474.00	4,586.40	0.00	12,887.60
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	464.50		80.00	384.50
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	960.00		0.00	960.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,536.05		862.92	1,673.13
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	3,140.23		603.32	2,536.91
PAYROLL - RETIREMENT 5330	3-5330-050-221	3,311.98		1,190.17	2,121.81
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	2,689.00		0.00	2,689.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	4,717.66	0.00	0.00	4,717.66
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	150.62	0.00	0.00	150.62
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	8,400.01	4,724.61	3,440.17	235.23
LIBRARY BOOKS	3-5330-050-414	4,352.31	1,000.00	0.00	3,352.31
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	11.35	0.00	0.00	11.35
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	4,582.78	4,582.78	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	5,907.51	5,907.51	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	0.00	0.00	0.00	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,008.07	0.00	0.00	2,008.07
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	80,320.07	20,801.30	13,119.60	46,399.17
					46,399.17
PAYROLL TOTALS	44	50,189.76	4,586.40	9,679.43	35,923.93
NON-PAYROLL TOTALS	20	30,130.31	16,214.90	3,440.17	10,475.24
TOTAL	64	80,320.07	20,801.30	13,119.60	46,399.17