



Low Performing School Addendum

School Location: **Kirkman Park**

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 can be found in the School Improvement Plan.

- Goal 1: By the 2016 school year, Kirkman Park Elementary School will reach 62% from 38% (2013-2014) proficiency as measured by the NC EOG in reading, and will exceed measures for annual growth. Students in grades K-3 will also achieve at least 80% proficiency as measured by EOY DIBELS.
- Goal 2: By the 2016 school year, Kirkman Park Elementary School will reach 57% from 32.4% (2013-2014) proficiency as measured by the NC EOG in mathematics, and will exceed measures for annual growth.
- Goal 3: By the 2016 school year, there will be no more than a 5% disparity in EOG scores in reading and mathematics between magnet and non-magnet students.

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	Kirkman Park Elementary	School Number	439
School Address	1101 North Centennial Street, High Point, NC 27262		
Principal	Jamal Crawford		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	26-May-15		
Date of Last Review/Update	4-Dec-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision
At Kirkman Park Elementary School, we seek to expand minds, inspire creativity, and build character.
Mission Statement
The mission of Kirkman Park Elementary School is to prepare students to be college and career ready for the 21st century. We will teach character education as earnestly as we teach the core curriculum. As such, we will teach and instill in our students a healthy respect for the diversity of the world around them, as well as a genuine love for learning.

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Jamal Crawford	N/A	
Assistant Principal Representative	N/A		
Instructional Staff Representative	Josette Hamrick	26-May-15	May-17
Instructional Support Staff Representative	Mary Nifong	26-May-15	May-17
Teacher Assistant Representative	Helen Chandler	26-May-15	May-17
Parent Representative	Miche Franken	26-May-15	May-17
Teacher Representative	Melissa Harney	26-May-15	May-17
Teacher Representative	LaQuisa Lytch	26-May-15	May-17
Teacher Representative	Veronica Mull	26-May-15	May-17
Teacher Representative	Adrianna Apuy	26-May-15	May-17
Teacher Representative	Eileen Sloan	26-May-15	May-17
Teacher Representative	Carrie Pierce	26-May-15	May-17

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

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410439

Kirkman Park Elementary

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

TARGET CALCULATOR

READING 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	45.5	51.0	56.4	61.9	67.3	72.8
AMERICAN INDIAN						
ASIAN						
BLACK	38.2	44.4	50.6	56.7	62.9	69.1
HISPANIC	66.7	70.0	73.4	76.7	80.0	83.4
2 OR MORE RACES	60.0	64.0	68.0	72.0	76.0	80.0
WHITE	72.7	75.4	78.2	80.9	83.6	86.4
EDS	41.2	47.1	53.0	58.8	64.7	70.6
LEP						
SWD	5.0	14.5	24.0	33.5	43.0	52.5
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	38.4	44.6	50.7	56.9	63.0	69.2
AMERICAN INDIAN						
ASIAN						
BLACK	34.2	40.8	47.4	53.9	60.5	67.1
HISPANIC	50.0	55.0	60.0	65.0	70.0	75.0
2 OR MORE RACES	60.0	64.0	68.0	72.0	76.0	80.0
WHITE	45.5	51.0	56.4	61.9	67.3	72.8
EDS	34.1	40.7	47.3	53.9	60.5	67.1
LEP						
SWD	5.0	14.5	24.0	33.5	43.0	52.5
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	40.0	46.0	52.0	58.0	64.0	70.0
AMERICAN INDIAN						
ASIAN						
BLACK	31.8	38.6	45.4	52.3	59.1	65.9
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS	29.2	36.3	43.4	50.4	57.5	64.6
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?

The 2014-2015 school year saw some significant gains. School wide EOG reading data grew by 1% from 38% (2013/2014) to 39% (2014/2015). However, grade level comparisons reveal uneven growth. 3rd grade EOG reading dropped from 47.7% (2014) to 39% (2015); 4th grade increased from 35.7% (2014) to 41% (2015); and 5th grade increased from 27.8% (2014) to 39% (2015). Furthermore, 17 of 37 4th grade students were able to increase their percentile growth from their 3rd grade percentile by at least 10 percentage points. Mathematics saw a similar data trend. 3rd grade had a slight decrease moving from 34.1% (2014) to 33% (2014); 4th grade 28.6% (2014) to 38% (2015); and 5th grade 33.3% (2014) to 48% (2015). 5th grade EOG science scores also saw a significant increase moving from 30.6% (2014) to 43% (2015). The school's overall proficiency stayed relatively flat moving from 38% (2014) to 39% (2015).

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

Reading proficiency remains an area of growth for the school. While two grade levels, 4th and 5th grade, increased their proficiency from 2013-14 to the 2014-15 school year, 3rd grade experienced a decrease in scores during that same time period decreasing from 47.7% in 2014 to 39% in 2015. Furthermore, DIBELS data for 3rd grade also shows an area for continued focus and growth as the students in "green" decreased from 70% BOY to 51% EOY while student in "red" increased from 18% to 39%. Kindergarten DIBELS data indicate the percentage of students on "green" increased slightly from 54% BOY to 59%; 1st grade decreased the number of students proficient from 57% on "green" during BOY to 48% of students on "green" at EOY; 2nd grade students also saw a decrease in the number of students proficient from 71% at BOY to 55% on "green" at EOY. Furthermore, only one K-3 teacher had at least 80% of students on "green" at EOY, a kindergarten teacher who finished the year with 87% of her students on "green" at EOY. Having K-3 students complete the year with at least 80% of students on "green" at EOY as measured by DIBELS measures will be the school wide target goal for reading for the coming school year. DIBELS Data

K	Green	Yellow	Red
BOY	54%	21%	25%
MOY	49%	24%	27%
EOY	59%	21%	20%

1st			
BOY	57%	12%	31%
MOY	55%	10%	35%
EOY	48%	19%	33%

2nd			
BOY	71%	11%	18%
MOY	55%	29%	16%
EOY	55%	32%	13%

3rd			
BOY	70%	12%	18%
MOY	47%	10%	43%
EOY	51%	10%	39%

EOG (Rd)	Baseline	Interim I	Interim II	NC EOG
3rd	21.6	44.3	44.95	39%
4th	49.2	49.9	52.77	41%

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

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

2013-2014 EVAAS Growth data is not yet available either for the school or for individual teachers.

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

Priority Area 1:

1B) Increase literacy proficiency of all students

Priority Area 2:

2B) Increase mathematics proficiency of all students

Priority Area 3:

3B) Reduce the disparity between magnet and non-magnet students as measured by NC EOG reading and mathematics scores.

Priority Area 4:

4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
Priority Area 1	1B) Increase literacy proficiency of all students					
SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2016 school year, Kirkman Park Elementary School will reach 62% from 38% (2013-2014) proficiency as measured by the NC EOG in reading					
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By the 2015-2016 school year, Kirkman Park Elementary School will reach 62% from 39% (2014-2015) proficiency as measured by the NC EOG in reading					
GCS 2016 Strategic Plan Alignment	Area 1: 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						
Implement effective data driven instructional decision making						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Provide two planning days in order to analyze data gathered from interim assessments and DIBELS data. This will give the staff opportunity to engage in effective planning in order to implement appropriate T3 and T4 instructional strategies.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
2) Coordinate with GCS C&I to identify and conduct a base line assessment in reading for grades 4 and 5 in addition to the normally implemented GCS interim assessments in reading to establish data points for measuring individual student growth	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Increase use of reading passages developed from Power school in grades 3-5 to build stamina in reading and increase reading achievement	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Flexible guided reading groups will be designed to meet the individual needs of students including acceleration and remediation of reading skills			\$0.00	\$0.00	\$0.00	\$0.00
5) Provide three after school tutors for students in grades 3-5 based on student assessment data	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
6) Contract with ERG to provide on-going professional development around effective guided reading strategies	Title I		\$7,750.00	\$0.00	\$0.00	\$0.00
7) Provide transportation for after school tutorials 2X per week for 15 weeks beginning February 2016 and ending May 2016 INITIAL BUDGET LOAD	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
Field trips--will provide admission fees for all students (or reduce cost)	Title I Extended Learning		\$1,500.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
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
1) Confer and coordinate with Western Region academic coach in support of guided reading implementation including support for PD using the Jan Richardson guided reading model	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) ERG will be used to provide PD for guided reading practices	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) BURST PD for select staff in order to provide research driven interventions for students	Title I		\$3,500.00	\$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			
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) Hold at least two literacy nights, one each semester to engage and inform parents in effective strategies parents can use at home	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
14) The principal will host parent information sessions at various times for 2nd and 3rd grade parents to discuss and inform Read to Achieve legislation.	Title I Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Utilize Parent Academy during the first quarter of the school year to conduct a workshop to inform parents of resources provided by GCS	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Implement FOUNDATIONS in grades K-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 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
1) Ensure all teacher K-3 are appropriately trained and supported in FOUNDATIONS through GCS			\$0.00	\$0.00	\$0.00	\$0.00
2) The CF and principal will ensure that all K-3 classrooms are appropriately set-up for effective implementation of FOUNDATIONS by using the WILSON checklist			\$0.00	\$0.00	\$0.00	\$0.00
3) FOUNDATIONS lessons will be monitored and feedback provided to teachers at least 3 times per week by the principal, CF and WR academic coach.			\$0.00	\$0.00	\$0.00	\$0.00
4) Using the test tracker, the principal and CF will ensure that 80% of students are advancing appropriately through the FOUNDATIONS units achieving 80% mastery.			\$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) The CF will utilize the Wilson PLC site and orient teaches on the resources available as part of the weekly PLC and confer with WR academic coach weekly			\$0.00	\$0.00	\$0.00	\$0.00
11) GCS FOUNDATIONS training for grade 3, completed in August 2014 and continued coaching for grades K-3 will be on-going			\$0.00	\$0.00	\$0.00	\$0.00
12) CF, principal, and WR academic coach FOUNDATIONS walk through observations weekly. Feedback provided to teachers will then become part of the PLC topics of discussion			\$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) A parent letter will be sent home at the beginning of each unit to communicate FOUNDATIONS strategies. The letter will also be sent home in Spanish.			\$0.00	\$0.00	\$0.00	\$0.00
14) Classroom teachers will model a FOUNDATIONS lesson for parents during each literacy night			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Implement the new GCS instructional framework and monitor 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 Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Create a master schedule that effectively focuses on school wide literacy goals and aligns with GCS elementary non-negotiables			\$0.00	\$0.00	\$0.00	\$0.00
2) Utilize the LLI intervention curriculum coordinator for 1st and 2nd grade students who are below grade level proficiency in reading	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Secure two day time tutors using the push-in model to support the implementation of guided reading	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Implementation of SIOP instructional model			\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize additional leveled library books and classroom books in order to enhance literacy instruction	Title I		\$3,500.00	\$0.00	\$0.00	\$0.00
6) Initiate the use of Lego Story Starters in 3rd grade as a means of engaging students in higher order thinking	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Create a Battle of the Books team. Provide books and materials to field a Battle of the Books team. The BoB team will be school reading ambassadors and will serve as models for other students with regard to reading beyond instructional material.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
8) Work with ERG in order to provide year long PD on effective guided reading strategies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) HPU will conduct LEGO Story Starters PD for grade level teachers in order to implement the LEGO Story Starters as in order to enhance the curriculum	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) The CF will continue training and review, and continued implementation of DIBELS and Reading 3D during weekly PLC meetings.			\$0.00	\$0.00	\$0.00	\$0.00
12) The SIOP framework PD will be conducted by the GCS ESL department during the scheduled GCS half day PD sessions			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parent conferences will be held in the fall so that teachers will communicate students' DIBELS progress in grades K-3 INITIAL BUDGET LOAD	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Invite parents to a LEGO Starters night in the spring of 2016 where students as well HPU staff will share stories created using the Story Starters curriculum	Title I		\$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?

Interim data; DIBELS and TRC data; reading EOG and EVAAS growth data; classroom formative assessment data; FOUNDATIONS mastery data

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

This school year Kirkman Park will implement a pre-assessment at the beginning of the school year so that we can measure growth from preassessment to interim I and then from interim I to interim II. We expect to see growth from assessment to assessment. This growth should mirror growth and mastery that will be measured by the classroom formative assessments. FOUNDATIONS has a built in 80%/80% mastery component so that will be a significant data point in grades K-3. EOG and EVAAS data will be reviewed at year's end and we expect to see at least a 5% increase from the previous school year, or reach the target benchmark scores as outlined in the EOG score target calculator

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?)

BOY DIBELS data is as follows: K 54% green; 21% yellow; 25% red.

1st 57% green; 12% yellow; 31% red

2nd 71% green; 11% yellow; 18% red

3rd 70% green; 12% yellow; 18% red

Baseline data in ELA was as follows: 3rd grade BOG 21.6% (3 or better); 4th 49.2%; 5th 46.3%.

Interim I results are as follows: 3rd grade: 44.3% (-3.4 GCS) 4th 49.9% (-3.3 GCS); 5th 52.2% (-7.8 GCS)

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

DIBELS Data

BOY	Green	Yellow	Red
K	54%	21%	25%
MOY	49%	24%	27%
EOY	59%	21%	20%
1st	57%	12%	31%
MOY	55%	10%	35%
EOY	48%	19%	33%
2nd	71%	11%	18%
MOY	55%	29%	16%
EOY	55%	32%	13%
3rd	70%	12%	18%
MOY	47%	10%	43%
EOY	51%	10%	39%

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

DIBELS Data

K	Green	Yellow	Red
BOY	54%	21%	25%
MOY	49%	24%	27%
EOY	59%	21%	20%

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

BOY DIBELS data is as follows: K 57% green; 14% yellow; 29% red.

1st 70% green; 18% yellow; 12% red

2nd 54% green; 13% yellow; 33% red

3rd 53% green; 19% yellow; 28% red

4th 20% green; 80% red

Baseline data in ELA was as follows: 3rd grade 41.0% (-3.8 GCS); 4th 45.4% (-3.0 GCS); 5th 44.1% (-6.3 GCS).

3rd grade BOG 19.4% (7/36) with scores of 3 or better

1st interim results are not yet known as the assessment is just now being given

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

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

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

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

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

The data indicate that there was continued growth in ELA performance when comparing data across the school year; school baseline data captured in September, Interim I through to Interim II. 3rd grade ELA performance was flat from Interim I to Interim II. 4th grade ELA grew 3% points from Interim I to Interim II. 5th grade ELA performance increased about 1% point. It should be noted that Kirkman Park Elementary School was one of only three schools in the Western Region not to have negative growth in 5th grade ELA from Interim I to Interim II. We have conducted an in-depth data analysis based on the data, with a focus on what was taught and was it yet still to come. Given the eight instructional days lost due to weather, we have readjusted lesson plans to ensure that new instruction will be completed prior to spring break. We will then review by standard for the six weeks until EOG assessments. With regard to K-3 instruction, we will continue to focus on FOUNDATIONS fidelity to maintain and increase the strong start indicated by the BOY data, particularly in 2nd and 3rd grade. However, there was negative growth in the number of students on green from BOY to MOY. We will continue with the staff book study, Next Steps to Guided Reading by Jan Richardson. The book study will also accompany cd sessions that are specific to each grade level. Additionally, all staff will continue working through the Close reading modules. These will be completed by May of 2015. These modules are a continuation of a close reading PD conducted by Dr. Allison Ormond in October. All staff, including specialists, participated in the PD and are expected to complete the on-line modules.

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

The data indicate that there was continued growth in ELA performance when comparing data across the school year; school baseline data captured in September, Interim I through to Interim II. 3rd grade ELA performance was flat from Interim I to Interim II. 4th grade ELA grew 3% points from Interim I to Interim II. 5th grade ELA performance increased about 1% point. It should be noted that Kirkman Park Elementary School was one of only three schools in the Western Region not to have negative growth in 5th grade ELA from Interim I to Interim II. We have conducted an in-depth data analysis based on the data, with a focus on what was taught and was it yet still to come. Given the eight instructional days lost due to weather, we have readjusted lesson plans to ensure that new instruction will be completed prior to spring break. We will then review by standard for the six weeks until EOG assessments. With regard to K-3 instruction, we will continue to focus on FOUNDATIONS fidelity to maintain and increase the strong start indicated by the BOY data, particularly in 2nd and 3rd grade. However, there was negative growth in the number of students on green from BOY to MOY. We will continue with the staff book study, Next Steps to Guided Reading by Jan Richardson. The book study will also accompany cd sessions that are specific to each grade level. Additionally, all staff will continue working through the Close reading modules. These will be completed by May of 2015. These modules are a continuation of a close reading PD conducted by Dr. Allison Ormond in October. All staff, including specialists, participated in the PD and are expected to complete the on-line modules.

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

Reading scores, on DIBELS as well as EOG scores will continue to be a focus for the coming school year. A goal of 80% proficiency in DIBELS for students K-3, as well as meeting the SIP goals of 62% will be the focus for the year. We will departmentalize in 5th grade this year, which will allow us to continue to streamline our instructional focus and planning. The implementation of the new instructional framework will also aid in focusing on effective instructional practices. ERG will be consulted on effective guided reading practices, GCS math specialist Chris Carter will assist with mathematics planning, and Pam Glover will continue to assist with SIOP implementation for the coming school year. This school year, there will be an effort to keep the introduction of new strategies to a minimum. Instructional strategies such as close reading, SIOP, and Jan Richardson's guided reading model have been introduced over the course of the last two school years. The focus this school year will be on ensuring teachers effectively implement these strategies with fidelity.

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

Kirkman Park Elementary School was one of 42 schools to receive low performing school status this school year. Even though, the school made expected EVAAS with a score of 1.48 in 2015, up from -0.66 in 2014. However, the school has an overall proficiency of 48%. As a result of the data, and LPS designation, funds were shifted from what was going to be after school tutorial so that an additional intervention could be given to 3rd grade and 4th grade transitional students. 2nd grade FOUNDATIONS will be used as the intervention for the 4th grade students and either 1st of 2nd grade FOUNDATIONS will be used for 3rd grade. For 4th grade, this will be in addition to the additional 30 min that transitional students receive with the school's reading teacher upon completion of guided reading. ERG coaching has begun for teachers K-3 to continue to improve guided reading practices in the lower grade levels. The master schedule was also overhauled to implement these changes as well.

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:	Kirkman Park Elementary	School Number:	439											
Principal:	Jamal Crawford													
LEA Name/Number:	Guilford County Schools (410)													
Priority Area 1														
1B) Increase literacy proficiency of all students														
Improvement Strategy #1														
Implement effective data driven instructional decision making														
Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1) Provide two planning days in order to analyze data gathered from interim assessments and DIBELS data. This will give the staff opportunity to evaluate its effectiveness.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$1,500.00	Reading				Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,500.00
2) Coordinate with GCS C&I to identify and conduct a base line assessment in reading for grades 4 and 5 in addition to the normally implemented GCS interim assessments in reading to establish data points for measuring individual student growth	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Increase use of reading passages developed from Power school in grades 3-5 to build stamina in reading and increase reading achievement	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Flexible guided reading groups will be designed to meet the individual needs of students including acceleration and remediation of reading skills	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Provide three after school tutors for students in grades 3-5 based on student assessment data	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Contract with ERG to provide on-going professional development around effective guided reading strategies	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$7,750.00				\$0.00				\$0.00	\$7,750.00
7) Provide transportation for after school tutorials 2X per week for 15 weeks beginning February 2016 and ending May 2016 INITIAL BUDGET LOAD	Activities for children experiencing difficulty	Reading & Math	Pupil Transportation - Contracted	3-6550-050-331	\$1,000.00				\$0.00				\$0.00	\$1,000.00
Field trips--will provide admission fees for all students (or reduce cost)	Activities for children experiencing difficulty	Reading & Math	Field Trips	3-5330-050-333	\$1,500.00				\$0.00				\$0.00	\$1,500.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
1) Confer and coordinate with Western Region academic coach in support of guided reading implementation including support for PD using the Jan Richardson guided reading model		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312		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) ERG will be used to provide PD for guided reading practices		Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) BURST PD for select staff in order to provide research driven interventions for students		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$3,500.00				\$0.00				\$0.00	\$3,500.00
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) Hold at least two literacy nights, one each semester to engage and inform parents in effective strategies parents can use at home	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, Connected, Parent Nights). 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 5) Provide regular opportunities for parents to meet with school staff. You may select more than one component from the	Reading	Parent - Supplies & Materials	3-5880-050-411	\$1,500.00	Select from drop down menu	Parent - Other Food Purchases	3-5880-050-459	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,500.00
14) The principal will host parent information sessions at various times for 2nd and 3rd grade parents to discuss and inform Read to Achieve legislation.	12) Ensure that information is clear and understandable for parents, translate as needed.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B											
15) Utilize Parent Academy during the first quarter of the school year to conduct a workshop to inform parents of resources provided by GCS	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00					\$0.00	\$0.00
										Subtotal #1:	\$16,750.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Implement FUNDATIONS in grades K-3

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Ensure all teacher K-3 are appropriately trained and supported in FUNDATIONS through GCS	Instruction by Highly Qualified Teachers	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) The CF and principal will ensure that all K-3 classrooms are appropriately set-up for effective implementation of FUNDATIONS by using the WILSON checklist	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) FUNDATIONS lessons will be monitored and feedback provided to teachers at least 3 times per week by the principal, CF and WR academic coach.	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
4) Using the test tracker, the principal and CF will ensure that 80% of students are advancing appropriately through the FUNDATIONS units achieving 80% mastery.	Including teachers in decisions regarding the use of assessments	Reading			\$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) The CF will utilize the Wilson PLC site and orient teaches on the resources available as part of the weekly PLC and confer with WR academic coach weekly		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) GCS FUNDATIONS training for grade 3, completed in August 2014 and continued coaching for grades K-3 will be on-going		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12) CF, principal, and WR academic coach FUNDATIONS walk through observations weekly. Feedback provided to teachers will then become part of the PLC topics of discussion		Reading			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) A parent letter will be sent home at the beginning of each unit to communicate FUNDATIONS strategies. The letter will also be sent home in Spanish.		Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Classroom teachers will model a FUNDATIONS lesson for parents during each literacy night		Reading			\$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 1B

Improvement Strategy #3

Implement the new GCS instructional framework and monitor 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) Create a master schedule that effectively focuses on school wide literacy goals and aligns with GCS elementary non-negotiables	Instruction by Highly Qualified Teachers	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize the LLI intervention curriculum coordinator for 1st and 2nd grade students who are below grade level proficiency in reading	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Secure two day time tutors using the push-in model to support the implementation of guided reading	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
4) Implementation of SIOP instructional model	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
5) Utilize additional leveled library books and classroom books in order to enhance literacy instruction	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$3,500.00	Reading	Library Books	3-5330-050-414	\$0.00				\$0.00	\$3,500.00
6) Initiate the use of Lego Story Starters in 3rd grade as a means of engaging students in higher order thinking	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
7) Create a Battle of the Books team. Provide books and materials to field a Battle of the Books team. The BoB team will be school reading ambassadors and will serve as models for other students with regard to reading beyond instructional material.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$500.00				\$0.00				\$0.00	\$500.00
8) Work with ERG in order to provide year long PD on effective guided reading strategies.	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) HPU will conduct LEGO Story Starters PD for grade level teachers in order to implement the LEGO Story Starters as in order to enhance the curriculum		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$600.00	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	\$600.00
11) The CF will continue training and review, and continued implementation of DIBELS and Reading 3D during weekly PLC meetings.		Reading			\$0.00				\$0.00				\$0.00	\$0.00
12)The SIOP framework PD will be conducted by the GCS ESL department during the scheduled GCS half day PD sessions		Reading			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parent conferences will be held in the fall so that teachers will communicate students' DIBELS progress in grades K-3 INITIAL BUDGET LOAD	2) Offer a flexible number of meetings.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$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
	5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.													
14) Invite parents to a LEGO Starters night in the spring of 2016 where students as well HPU staff will share stories created using the Story Starters curriculum	6) Provide regular opportunities for parents to meet with school staff.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$0.00				\$0.00				\$0.00	\$0.00
	12) Ensure that information is clear and understandable for parents, translate as needed. 15)Provide necessary literacy training. (OPTIONAL)													
15)									\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$4,600.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Increase mathematics proficiency of all students
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2016 school year, Kirkman Park Elementary School will reach 57% from 32.4% (2013-2014) proficiency as measured by the NC EOG in mathematics
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By the 2014-2015 school year, Kirkman Park Elementary School will reach 51% from 32.4% (2013-2014) proficiency as measured by the NC EOG in mathematics
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Daily mathematics instruction will include emphasis on: use of manipulatives, frequent interventions, and opportunities for students to engage in mental mathematics.

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) All classrooms will use grade level appropriate mathematics manipulatives to increase student engagement during mathematics instruction	Title I		\$2,287.71	\$0.00	\$0.00	\$0.00
2) Create and Implement classroom common formative assessments using the NCDPI math wiki so that students in grades 3-5 are assessed during the course of the school year in the same manner as they will be on the NCEOG.			\$0.00	\$0.00	\$0.00	\$0.00
3) Identify targeted students based on data from the previous school year and pre-assessments. Regroup students and individualized instruction will be delivered to ensure all students are mastering appropriate instructional skills. This will be monitored every six weeks based progress monitoring data.			\$0.00	\$0.00	\$0.00	\$0.00
4) Work with GCS mathematics specialist Chris Carter on effective mathematics lesson planning 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
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) The CF and principal will lead weekly math Professional Learning Communities (PLC's) in order to review mathematics standards, using the NCDPI WIKI Central as individual student data.			\$0.00	\$0.00	\$0.00	\$0.00
11) The principal and CF will engage staff during Tuesday afternoon PD sessions on the use of appropriate strategies and resources from NCTM			\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$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) Engage parents in a sample mathematics lesson during one of the two scheduled curriculum nights to provide resources to use at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Incorporate the Title I annual meeting during the fall back to School Night. Parents will receive information, school compacts and provide comments on the Title I plan. Classroom teachers will inform parents in grades 3-5 on how to monitor students grades in PowerSchool. This will give parents immediate access to their student's progress and increase overall parental involvement.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Will utilize Parent Academy to also provide resources in mathematics instruction that parents can use at home			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Integrate effective use of technology and practices into the mathematics curriculum as a means of increasing student engagement						
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				
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
1) Integrate IPADS into instruction with the long term goal of having a class set to enhance mathematics instruction.	Title I		\$15,000.00	\$0.00	\$0.00	\$0.00
2) Seek and implement effective tablet applications that promote higher order thinking and hands-on learning through training provided by HPU by the end of the first semester of the school year.	Title I		\$600.00	\$0.00	\$0.00	\$0.00
3) Provide Lego materials for the implementation of hands-on mathematics instruction that will mirror the Story Starters training in coordination with HPU	Title I		\$1,000.00	\$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) Provide professional development on the effective use of tablets in mathematics instruction through coordination with HPU by the end of first quarter	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Implement SIOP instructional framework. Coaching in the SIOP Model will be provided by the GCS ESL throughout the school year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
10) HPU will conduct LEGO Story Starters training to implement the LEGO Story Starter curriculum in mathematics	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Allocated to Support Action Step				
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) During mathematics curriculum night, provide parents with mathematics e-resources			\$0.00	\$0.00	\$0.00	\$0.00
14) Link mathematics resources to the school web page for ease of parent use and increase weekly communication by teachers to inform parents on specific strategies that can be used at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) During the mathematics curriculum night, involve HPU and implement a LEGO Story Starter showcase by KPE students			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

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

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?

Interim data; mathematics CFE data, EVAAS growth data in mathematics

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

This school year Kirkman Park will implement a pre-assessment at the beginning of the school year so that we can measure growth from pre-assessment to interim I and then from interim I to interim II. We expect to see growth from assessment to assessment. This growth should mirror growth and mastery that will be measured by the classroom formative assessments. EOG and EVAAS data will be reviewed at year's end and we expect to see at least a 5% increase from the previous school year, or reach the target benchmark scores as outlined in the EOG score target calculator

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?)

Baseline assessment data was as follows: 3rd grade 29.6%; 4th grade 24.8%; 5th grade 21.8%
Interim data is as follows: 3rd grade; 30.7% (-6.2) 4th grade; 35.8% (-4.8) 5th grade 34.6% (-3.0)

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

EOG Math	Baseline	Interim I	Interim II
3rd	29.6	31.07	37.71
4th	49.2	35.25	37.35
5th	46.3	34.52	45.26

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

EOG (ma)	Baseline	Interim I	Interim II	NC EOG
3rd	29.6%	31.07%	37.71%	33%
4th	24.8%	35.25%	37.35%	38%
5th	21.8%	34.52%	45.26%	48%

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

Baseline assessment data was as follows: 3rd grade 25.0% (-5.5 GCS); 4th grade: 28.8% (-5.5 GCS); 5th grade 25.4% (-4.6 GCS)

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?)

3rd grade mathematics indicated flat growth from the baseline assessment to the first interim assessment. Both the CF and the principal have been paying particular attention to the 3rd grade math teacher and have already been offering extra support to the teacher, including several afternoon review sessions to review and modify lesson plans. Furthermore, the school has been receiving coaching support from the SIOP coach Pam Glover. At the request of the school administration, she has been focusing her support on specific areas within the school and 3rd grade is one of those areas. 4th grade increased to percentage points from the baseline assessment and there is a -4.8 difference with GCS scores. 5th grade grew 12.8% points from the baseline assessment and is only -3.0% from the GCS average. In both 4th and 5th grade, we will continue with strategies as outlined with a focus on increased rigor, appropriate instructional scaffolding for students, and differentiation of instruction.

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

3rd grade mathematics indicated a 6% increase from Interim I to Interim II. 4th grade was able to grow 2% and 5th grade showed the largest positive increase, growing over 10% from Interim I to Interim II. In reviewing the data it was revealed that the eight missing days of instruction had a negative impact, particularly in 3rd and 4th grade as fractions, measurement and data, and geometry have not been fully addressed by the teachers. We have readjusted the instructional calendar to ensure that fractions are fully introduced prior to spring break. As we will in ELA, there will be a standards based review upon our return from spring break. Furthermore, in 3rd and 4th grade, we will double dose mathematics instruction three days a week during what would normally be science instructional time. Furthermore, the school has been receiving coaching support from the GCS math coach Chris Carter who has been initially working with the 3rd grade math teacher. The 4th grade math teacher and 3rd grade Spanish Immersion teacher will now join those coaching sessions.

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

EOG data indicates there is still work to be done in 3rd grade. The EOG score of 33% is a 14% decrease from the 2013-2014 school year of 47.7%. 4th and 5th grade saw increased in mathematics. 4th grade grew from 28.6% to 38%, an increase of almost 10% points; 5th grade also grew from 33.3% to 48%, an almost 15% increase. For the 2015-2016, Kirkman Park will continue to work with Chris Carter, the GCS mathematics specialists on effective planning with teachers that will increase student activity in the classroom, as well as data driven teacher planning during PLC's. This school year, there will be an effort to keep the introduction of new strategies to a minimum. Instructional strategies such as close reading, SIOP, and Jan Richardson's guided reading model have been introduced over the course of the last two school years. The focus this school year will be on ensuring teachers effectively implement these strategies with fidelity.

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

Kirkman Park Elementary School was one of 42 schools to receive low performing school status this school year. Even though, the school made expected EVAAS with a score of 1.48 in 2015, up from -0.66 in 2014. However, the school achieved an overall proficiency of 48%. As a result of the data, and LPS designation, funds were shifted from what was going to be after school tutorial so that an additional intervention could be given to 3rd grade and 4th grade transitional students. Furthermore, a review of the master schedule was conducted by the school's data team and the school improvement team. The original data had 3rd, 4th and 5th grade students' mathematics block in the afternoon during the last portion of the school day. The entire master schedule was redone, and the mathematics block for 4th and 5th grade was moved up almost two full hours so that students complete guided reading and mathematics in the morning prior to lunch and recess. Also, the 3rd grade mathematics block was moved to the very first part of the school day to be able to accommodate the new reading intervention for those students. Furthermore, additional resources for more effective mathematics instruction will be sought by the Western Region mathematics specialist.

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: **Kirkman Park Elementary**
Principal: Jamal Crawford
LEA Name/Number: Guilford County Schools (410)

School Number: **439**

Priority Area 2														
Increase mathematics proficiency of all students														
Improvement Strategy #1														
Daily mathematics instruction will include emphasis on: use of manipulatives, frequent interventions, and opportunities for students to engage in mental mathematics.														
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) All classrooms will use grade level appropriate mathematics manipulatives to increase student engagement during mathematics instruction	Instruction by Highly Qualified Teachers	Math	Supplies & Materials	3-5330-050-411	\$2,287.71	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	\$2,287.71
2) Create and Implement classroom common formative assessments using the NCDPI math wks so that students in grades 3-5 are assessed during the course of the school year in the same manner as they will be on the NCEOG.	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Identify targeted students based on data from the previous school year and pre-assessments. Regroup students and individualized instruction will be delivered to ensure all students are mastering appropriate instructional skills. This will be monitored every six weeks based progress monitoring data.	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Work with GCS mathematics specialist Chris Carter on effective mathematics lesson	Instruction by Highly Qualified Teachers				\$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) The CF and principal will lead weekly math Professional Learning Communities (PLC's) in order to review mathematics standards, using the NCDPI WPKI Central as individual student data.		Math			\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) The principal and CF will engage staff during Tuesday afternoon PD sessions on the use of appropriate strategies and resources from NCTM		Math			\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Engage parents in a sample mathematics lesson during one of the two scheduled curriculum nights to provide resources to use at home	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math	Parent - Other Food Purchases	3-5880-050-459	\$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) Incorporate the Title I annual meeting during the fall back to School Night. Parents will receive information, school compacts and provide comments on the Title I plan. Classroom teachers will inform parents in grades 3-5 on how to monitor students grades in PowerSchool. This will give parents immediate access to their student's progress and increase overall parental involvement.	1) Convene a Title I Annual public meeting. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods. (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
15) Will utilize Parent Academy to also provide resources in mathematics instruction that parents can use at home	9) Provide materials and training to help parents work with their children to improve achievement. 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.	Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$2,287.71

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Integrate effective use of technology and practices into the mathematics curriculum as a means of increasing student engagement

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) Integrate iPADS into instruction with the long term goal of having a class set to enhance mathematics instruction.	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$15,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$15,000.00
2) Seek and implement effective tablet applications that promote higher order thinking and hands-on learning through training provided by HPU by the end of the first semester of the school year.	Coordination & Integration of Federal, State, and Local Services	Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$600.00				\$0.00				\$0.00	\$600.00
3) Provide Lego materials for the implementation of hands-on mathematics instruction that will mirror the Story Starters training in coordination with HPU	Instruction by Highly Qualified Teachers	Reading & Math	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
4)									\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide professional development on the effective use of tablets in mathematics instruction through coordination with HPU by the end of first quarter		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$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) Implement SIOP instructional framework. Coaching in the SIOP Model will be provided by the GCS ESL throughout the school year		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00
10) HPU will conduct LEGO Story Starters training to implement the LEGO Story Starter curriculum in mathematics		Reading & Math							\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) During mathematics curriculum night, provide parents with mathematics e-resources	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and understandable for parents, translate as needed.	Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Link mathematics resources to the school web page for ease of parent use and increase weekly communication by teachers to inform parents on specific strategies that can be used at home	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Math			\$0.00				\$0.00				\$0.00	\$0.00
15) During the mathematics curriculum night, involve HPU and implement a LEGO Story Starter showcase by KPE students	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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.	Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

Priority Area 3	3B) Reduce the disparity between magnet and non-magnet students as measured by NC EOG reading and mathematics scores.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By the 2016 school year, there will be no more than a 5% disparity in EOG scores in reading and mathematics between magnet and non-magnet students
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	During the 2014-2015 school year, Kirkman Park Elementary School will decrease the disparity between magnet and non-magnet students by at least 10% points as measured by the NC EOG in reading and mathematics
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

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

IMPROVEMENT STRATEGY #1

Increase school wide parental involvement efforts as a means of reducing magnet and non-magnet assessment disparities

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) Recreate and reengage the school's PTSA which has fallen out of compliance			\$0.00	\$0.00	\$0.00	\$0.00
2) Provide food and materials for the school wide parent Title I meeting and Curriculum Night	Title I		\$600.00	\$0.00	\$0.00	\$0.00
Provide food and materials for a winter father/daughter curriculum meeting and dance	Title I		\$1,100.00	\$0.00	\$0.00	\$0.00
			\$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
10)			\$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) Work with IRS and NC PTA council on compliance issues for PTSA			\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$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 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) Secure materials for curriculum night	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Secure materials for fathers for winter father/daughter curriculum summit	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Increase student engagement and active learning in the classroom as a means of reducing the disparity between magnet and non-magnet students						
Action Steps to Implement 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) Effective lessons in reading and mathematics instruction will be monitored by the principal and CF with a focus on active student engagement	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Increase engagement through the effective integration of technology during instruction to include the use of ePALS to increase students' global awareness	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) K-2 students will be expected to use manipulatives during daily mathematics instruction as means of fostering basic number sense. Mastery of basic number number sense will increase mathematics assessment performance at grade levels	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) After reviewing assessment data, the instructional teams, CF and principal will group students based on students' needs. Guided math groups days will be implemented to facilitate differentiated learning based on assessed needs.			\$0.00	\$0.00	\$0.00	\$0.00
5) Analyze discipline data to ensure that instructional strategies is leading to effective engagement and reduced discipline issues. SWIS will be used in conjunction with PBIS.	Title I		\$300.00	\$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) Teacher leaders will attend PTEC workshops designed to focus on culturally relevant instruction, 21st century learning, small group instruction, and increasing student engagement. Content will be present to entire staff during Tuesday afternoon PD immediately following the PTEC workshop	Title I		\$500.00	\$0.00	\$0.00	\$0.00
11) Teachers will be offered PD in conjunction with HPU on the effective use of iPad tablet instruction during the 2014-2015 school year in order to increase student engagement	Title I		\$600.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$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			
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 engaged in a "Make it, take it" session during the spring data and dinner evening as a means offering strategies for parents to support mathematics instruction while at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Conduct parent meeting at various times during the day and school year in order to increase overall parental participation during the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3						
Increase recruitment efforts for the Spanish Immersion magnate program						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Create an Spanish Immersion PLC			\$0.00	\$0.00	\$0.00	\$0.00
2) Partner with Jones Elementary School on improvement efforts			\$0.00	\$0.00	\$0.00	\$0.00
3) Secure materials that will promote the Spanish Immersion program.	Magnet		\$0.00	\$0.00	\$0.00	\$2,340.86
4) Host transition meetings for PK-K transition into school and 5th grade to middle school			\$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) Secure Spanish materials for guided reading instruction			\$0.00	\$0.00	\$0.00	\$0.00
11) Train and implement Spanish TRC and IDEL training for K-3 immersion teachers			\$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) Create an immersion parent committee as a subset of the school's leadership team			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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?

Interim assessment data in mathematics, common formative assessment data, unit assessment data, EOG data

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

This school year Kirkman Park will implement a pre-assessment at the beginning of the school year so that we can begin to immediately measure growth from the pre-assessment to the first interim assessment and then from the first interim I to the second interim II. We expect to see growth from assessment to assessment. This growth should mirror growth and mastery that will be measured by the classroom formative assessments. EOG and EVAAS data will be reviewed at year's end and we expect to see at least a 5% increase from the previous school year, or reach the target benchmark scores as outlined in the EOG score target calculator.

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?)

A review of the magnet versus non-magnet scores indicate the following:

3rd math (M) 37.7% (+.8% GCS) (NM) 30.7% (-7.0% disparity)
 3rd reading (M) 58.5% (+10.8 GCS) (NM) 44.3% (-14.2% disparity)
 4th math (M) 39.0% (-1.6% GCS) (NM) 35.8% (-3.2% disparity)
 4th reading (M) 51.6% (-1.6% GCS) (NM) 49.9% (-1.7% disparity)
 5th math (M) 47% (+9.4% GCS) (NM) 34.6% (-12.4% disparity)
 5th reading (M) 65.8% (+5.8% GCS) (NM) 52.2% (-13.6% disparity)

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

A review of the magnet versus non-magnet scores after Interim II indicate the following:

3rd math (M) 38.8% (+.8% GCS) (NM) 37.7% (-1.1% disparity)
 3rd reading (M) 58.1% (+8.8 GCS) (NM) 44.9% (-13.2% disparity)
 4th math (M) 39.8% (-5.0% GCS) (NM) 37.4% (-2.4% disparity)
 4th reading (M) 49.2% (-1.6% GCS) (NM) 52.8% (3.6% disparity)
 5th math (M) 47% (+9.4% GCS) (NM) 34.6% (-12.4% disparity)
 5th reading (M) 61.4% (+5.7% GCS) (NM) 51.1% (-10.3% disparity)

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

A review of the magnet versus non-magnet scores after the NC EOG indicate the following:

3rd math (M) 66.6% (NM) 22.8% (-43.8% disparity)
 3rd reading (M) 66.6% (NM) 31.4% (-35.2% disparity)
 4th math (M) 60% (NM) 30% (-30% disparity)
 4th reading (M) 40% (NM) 40% (0% disparity)
 5th math (M) 100% (NM) 47% (-53% disparity)
 5th reading (M) 66% (NM) 41 (-25% disparity)

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

A review of the magnet versus non-magnet baseline scores show the following:

3rd math (M) 29.0% (-5.5% GCS) (NM) 22.7% (-6.3% disparity)
 3rd reading (M) 49.9% (+5.1 GCS) (NM) 35.8% (-14.1% disparity)
 4th math (M) 42.2% (+7.9% GCS) (NM) 27.3% (-14.9% disparity)
 4th reading (M) 67.0% (+18.2% GCS) (NM) 43.7% (-23.3% disparity)
 5th math (M) 25.9% (-4.1% GCS) (NM) 25.5% (-0.4% disparity)
 5th reading (M) 46.5% (-3.9% GCS) (NM) 41.3% (-5.2% disparity)

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 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?)

It should be noted that the 4th and 5th grade Spanish Immersion classes are very small, numbering fewer than five students in each class. As a result, the disparity difference is going to be more acutely seen as evidenced by the data. The 7% disparity in 3rd grade mathematics is indicative of the overall trend. Also, the -14.2% disparity between magnate and non-magnate 3rd grade reading scores is indicative of the overall disparity trend as well. We will continue working on FOUNDATIONS implementation fidelity with 3rd grade, as well as strengthening guided reading practices. Instructional practices have been in use and their use will be accelerated as we move into the 2nd half of the school year. Finally, in an effort to ensure that 3rd non-magnate 3rd grade students are receiving effective support for reading rigorous grade level texts, the use of close reading as a core classroom strategy will be increased.

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

It should be noted that the 4th and 5th grade Spanish Immersion classes are very small, numbering fewer than five students in each class. As a result, the disparity difference is going to be more acutely seen as evidenced by the data. That said, traditional students are actually scoring higher in 4th grade reading than their magnet counterparts. Also, the gap between magnet and non-magnet students in 3rd grade mathematics has closed to 1.1%, the smallest it has ever been. 4th grade mathematics also showed a decrease in the achievement gap with the gap closing to 2.4%. Also, the -13.2% disparity between magnate and non-magnet 3rd grade reading scores is indicative of the overall disparity trend as well. We will continue working on FOUNDATIONS implementation with fidelity with 3rd grade, as well as strengthening guided reading practices. Instructional practices have been in use and their use will be accelerated as we move into the 2nd half of the school year. Finally, in an effort to ensure that 3rd non-magnate 3rd grade students are receiving effective support for reading rigorous grade level texts, the use of close reading as a core classroom strategy will be increased.

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

It should be noted that the 4th and 5th grade Spanish Immersion classes were very small, numbering fewer than five students in each class. As a result, the disparity difference is going to be more acutely seen as evidenced by the data. That said, traditional students are actually scored evenly in 4th grade reading with their magnet counterparts. Also, the gaps between magnet and non-magnet students in all grades was significant, ranging from 0 in 4th grade reading, to a high of 53% in 5th grade math. We will continue working on FOUNDATIONS implementation with fidelity with 3rd grade, as well as strengthening guided reading practices. Instructional practices have been in use and their use will be accelerated as we move into the new school year. Finally, in an effort to ensure that 3rd non-magnet 3rd grade students are receiving effective support for reading rigorous grade level texts, the use of close reading as a core classroom strategy will be increased. This school year, there will be an effort to keep the introduction of new strategies to a minimum. Instructional strategies such as close reading, SIOP, and Jan Richardson's guided reading model have been introduced over the course of the last two school years. The focus this school year will be on ensuring teachers effectively implement these strategies with fidelity.

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

It should be noted that the 5th grade Spanish Immersion class is very small, numbering fewer than five students in the class. As a result, the disparity difference is going to be more acutely seen as evidenced by the data. The 7% disparity between the 4th grade immersion and traditional classes in reading is very pronounced. This is reflective that one half of the 4th grade traditional class are classified as transitional, or students who did not pass the 3rd grade reading EOG, or two RtA assessments. We will continue working on FOUNDATIONS implementation fidelity with 3rd grade and with the 4th grade transitional students as an intervention. We will also frequently progress monitor those students so as to track their progression. We will also continue to strengthen guided reading practices. The school recently received a \$10K grant and will be able to overhaul the guided reading book room so as to be able to provide TRC aligned guided reading materials that are rigorous.

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: **Kirkman Park Elementary**
Principal: Jamal Crawford
LEA Name/Number: Guilford County Schools (410)

School Number: **439**

Priority Area 3

3B) Reduce the disparity between magnet and non-magnet students as measured by NC EOG reading and mathematics scores.

Improvement Strategy #1

Increase school wide parental involvement efforts as a means of reducing magnet and non-magnet assessment disparities

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) Recreate and reengage the school's PTSA which has fallen out of compliance	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Provide food and materials for the school wide parent Title I meeting and Curriculum Night	Coordination & Integration of Federal, State, and Local Services	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$600.00				\$0.00				\$0.00	\$600.00
Provide food and materials for a winter father/daughter curriculum meeting and dance	Activities for children experiencing difficulty	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$750.00	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$350.00				\$0.00	\$1,100.00
0	Select from drop down menu				\$0.00				\$0.00				\$0.00	\$0.00
6)	Instruction by Highly Qualified Teachers				\$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
10)					\$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) Work with IRS and NC PTA council on compliance issues for PTSA			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
0					\$0.00				\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Secure materials for curriculum night	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Secure materials for fathers for winter father/daughter curriculum summit	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #1:													\$1,700.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Increase student engagement and active learning in the classroom as a means of reducing the disparity between magnet and non-magnet 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) Effective lessons in reading and mathematics instruction will be monitored by the principal and CF with a focus on active student engagement	Instruction by Highly Qualified Teachers	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Increase engagement through the effective integration of technology during instruction to include the use of ePALS to increase students' global awareness	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) K-2 students will be expected to use manipulatives during daily mathematics instruction as means of fostering basic number sense. Mastery of basic number number sense will increase mathematics assessment performance at grade levels	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) After reviewing assessment data, the instructional teams, CF and principal will group students based on students' needs. Guided math groups days will be implemented to facilitate differentiated learning based on assessed needs.	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Analyze discipline data to ensure that instructional strategies is leading to effective	Activities for children experiencing difficulty	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$300.00				\$0.00				\$0.00	\$300.00
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) Teacher leaders will attend PTEC workshops designed to focus on culturally relevant instruction, 21st century learning, small group instruction, and increasing student engagement. Content will be present to entire staff during Tuesday afternoon PD immediately following the PTEC workshop		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$500.00	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	\$500.00
11) Teachers will be offered PD in conjunction with HPU on the effective use of iPad tablet instruction during the 2014-2015 school year in order to increase student engagement		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$600.00				\$0.00				\$0.00	\$600.00
12)									\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will be engaged in a "Make it, take it" session during the spring data and dinner evening as a means offering strategies for parents to support mathematics instruction while at home		Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Conduct parent meeting at various times during the day and school year in order to increase overall parental participation during the school year.		Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$1,400.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Increase recruitment efforts for the Spanish Immersion magnet program

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Create an Spanish Immersion PLC	Schoolwide Reform Strategies	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) Partner with Jones Elementary School on improvement efforts	Coordination & Integration of Federal, State, and Local Services				\$0.00				\$0.00				\$0.00	\$0.00
3) Secure materials that will promote the Spanish Immersion program.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
4) Host transition meetings for PK-K transition into school and 5th grade to middle school	Transition Activities (PreK-K, 5th-6th, 8th-9th)				\$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) Secure Spanish materials for guided reading instruction		Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) Train and implement Spanish TRC and IDLE training for K-3 immersion teachers					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Create an immersion parent committee as a subset of the school's leadership team	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: **Kirkman Park Elementary**
Principal: **Jamal Crawford**
LEA: **Guilford County Schools (410)**

School Number: **439**

PRC 050 Allocation	\$121,396.44
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Parent Involvement Set-Aside	\$2,183.44
Budgeted Parent Involvement	\$3,200.00
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$3,576.39
Budgeted Professional Development	\$14,907.87
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	439 Salary - Social Worker	\$0.00
	3-5320-050-181-	439 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	439 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	439 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	439 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	439 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	439 Salary - Teacher	\$0.00
PD	3-5330-050-125-	439 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	439 Salary - Lead Teacher/Curriculum Facilitator	\$5,421.90
	3-5330-050-142-	439 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	439 Salary - Tutor (Daytime)	\$57,960.00
	3-5330-050-144-	439 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	439 Salary - Substitute Pay (NOT Professional Development)	\$0.00
PD	3-5330-050-163-	439 Salary - Substitute Pay (Professional Development)	\$1,857.87
	3-5330-050-181-	439 Payroll - Supplementary Pay (5330)	\$536.36
	3-5330-050-184-	439 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	439 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	439 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	439 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	439 Payroll - Social Security/FICA (5330)	\$5,031.87
	3-5330-050-221-	439 Payroll - Retirement (5330)	\$933.66
	3-5330-050-231-	439 Payroll - Hospitalization Ins. (5330)	\$547.90
	3-5330-050-311-	439 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	439 Staff Dev/Workshop Expenses**	\$13,050.00
	3-5330-050-314-	439 Printing & Binding	\$0.00
	3-5330-050-326-	439 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	439 Field Trips	\$1,500.00
PD	3-5330-050-352-	439 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	439 Membership Dues & Fees	\$0.00
	3-5330-050-411-	439 Supplies & Materials	\$3,787.71
	3-5330-050-414-	439 Library Books	\$3,500.00
	3-5330-050-418-	439 Computer Software & Supplies	\$15,300.00
	3-5330-050-461-	439 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	439 Computer Equipment	\$0.00
	3-5330-050-541-	439 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	439 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	439 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	439 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	439 Salary - Tutor (After Hours)	\$6,300.00
	3-5350-050-211-	439 Payroll - Social Security/FICA (5350)	\$481.95
	3-5350-050-221-	439 Payroll - Retirement (5350)	\$987.21
	3-5830-050-131-	439 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	439 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	439 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	439 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	439 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	439 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	439 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	439 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	439 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	439 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	439 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	439 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	439 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	439 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	439 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	439 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	439 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	439 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	439 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	439 Parent - Postage	\$0.00
PI	3-5880-050-411-	439 Parent - Supplies & Materials	\$1,850.00
PI	3-5880-050-459-	439 Parent - Other Food Purchases	\$1,350.00
	3-6550-050-331-	439 Pupil Transportation - Contracted	\$1,000.00

\$121,396.44	TOTAL BUDGET
\$0.00	DIFFERENCE
(red)-overbudget	
black=underbudget/balanced	
\$13,940.85	Position Total
\$107,455.58	Non-Position Total

\$220,036.58

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Kirkman Park Elementary

School Number: 439

School Address:

1101 North Centennial Street, High Point, NC 27262

Principal:

Jamal Crawford

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Teresa Jackson	Annually	8/1/2015
Pre-Crisis Checklist	Jamal Crawford	Annually	8/1/2015
After Hours Emergency Contact List	Teresa Jackson	Annually	8/1/2015
Register Principal for Sex-Offender Registry Notifications	Jamal Crawford	Annually	8/1/2015
Diabetic Training for Staff	Jamal Crawford	Annually	8/20/2015
Distribute/Explain Crisis Plan to Staff	Jamal Crawford	Annually	8/20/2015
Distribute/Explain Code of Conduct	Jamal Crawford	Annually	8/20/2015
Tornado Drill	Jamal Crawford	Annually	3/2/2016
Conduct Student Safety Perception Survey	Shameka Whitsett	Annually	4/15/2016
Train staff on Emergency Notification Network deployment	Jamal Crawford	Annually	8/19/2015
Lock-down Drills	Jamal Crawford	Bi-Annually	9/21/2015 & 3/7/2016
Safety Inspection	Helen Alston	Bi-Annually	8/1/2015 & 1/1/2016
Alternate Route Fire Drill	Jamal Crawford	Bi-Annually	9/1/2015 & 3/8/2016
Playground Inspection	Jamal Crawford	Bi-Annually	7/1/2015 & 1/1/2016
Fire Drill / Sanitation Inspection	Helen Alston	Monthly	8/28/15, 9/8/15, 10/6/15, 11/4/15, 12/7/15, 1/6/16, 2/9/16, 3/8/16, 4/5/16, 5/10/16, 6/2/16
Fire Extinguishers Inspection	Helen Alston	Monthly	8/28/15, 9/8/15, 10/6/15, 11/4/15, 12/7/15, 1/6/16, 2/9/16, 3/8/16, 4/5/16, 5/10/16, 6/2/16
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Jamal Crawford	Monthly	9/4/15, 10/6/14, 11/5/15, 12/4/14, 1/5/16, 2/5/16, 3/4/16, 4/5/16, 5/5/16, 6/3/16
Automated External Defibrillator (AED) Inspection	Jamal Crawford	Monthly	8/28/15, 9/8/15, 10/6/15, 11/4/15, 12/7/15, 1/6/16, 2/9/16, 3/8/16, 4/5/16, 5/10/16, 6/2/16
Discipline Incidents in PowerSchool	Teresa Jackson	Ongoing	
Volunteer Background Checks	LaToya Murphy	Ongoing	
Monitor Visitor Check-In	LaToya Murphy	Ongoing	
Monitor Arrival and Dismissal of Students	Jamal Crawford	Ongoing	
Monitor Sex Offender Registry	Jamal Crawford	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Jamal Crawford	Ongoing	

RESOURCE MATERIALS

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

KIRKMAN PARK ELEMENTARY SCHOOL-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5320	3-5320-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	0.00		0.00	0.00
SALARY - TEACHER	3-5330-050-121	0.00		0.00	0.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	5,421.90		1,534.50	3,887.40
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	65,247.30	60,231.80	5,015.50	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	1,857.90		0.00	1,857.90
PAYROLL - BONUS PAYMENT	3-5330-050-180	75.00		0.00	75.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	536.40		150.60	385.80
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	5,595.11		506.70	5,088.41
PAYROLL - RETIREMENT 5330	3-5330-050-221	906.26		256.93	649.33
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	537.80		0.00	537.80
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	12,968.33	8,233.20	1,559.00	3,176.13
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	1,500.00	0.00	0.00	1,500.00
TUITION FEES	3-5330-050-352	70.29	0.00	0.00	70.29
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	4,680.14	0.00	400.00	4,280.14
LIBRARY BOOKS	3-5330-050-414	3,500.00	3,500.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	2,214.73	0.00	0.00	2,214.73
FURNITURE & EQUIPMENT	3-5330-050-461	1,280.95	1,280.95	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	4,835.78	4,835.78	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	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	4,858.00	0.00	0.00	4,858.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	371.64		0.00	371.64
PAYROLL - RETIREMENT 5350	3-5350-050-221	738.90		0.00	738.90
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,850.01	0.00	0.00	1,850.01
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,350.00	1,210.20	102.91	36.89
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	1,000.00	0.00	0.00	1,000.00
TOTAL	64	121,396.44	79,291.93	9,526.14	32,578.37
					32,578.37
PAYROLL TOTALS	44	86,146.21	60,231.80	7,464.23	18,450.18
NON-PAYROLL TOTALS	20	35,250.23	19,060.13	2,061.91	14,128.19
TOTAL	64	121,396.44	79,291.93	9,526.14	32,578.37