

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Madison Elementary	School Number	454
School Address	3600 Hines Chapel Rd., McLeansville, NC 27301		
Principal	Penny Loschin		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	8/22/2014; 8/19/2015; 1		
Date of Last Review/Update	8/17/2015 PLC; 11/19/2015		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision A community oriented school promoting personal and academic excellence for students, staff, and families in order to reach their highest potential.
Mission Statement To provide an environment that fosters accountability and responsibility for success by every member of the school. Learning is paramount and sets the focus for all school activities.

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	Penny Loschin	Via By-Laws	
Assistant Principal Representative			
Instructional Staff Representative	Ashley Davis	5/22/2015	2014-2015 and 2015-2016
Instructional Support Staff Representative	Raymond Mietus	5/22/2015	2015-2016
Teacher Assistant Representative	Earlene DeShield	5/22/2015	2014-2015 and 2015-2016
Parent Representative	Danielle Harrison	9/24/2015	2015-2016
Parent Representative	Lauren Muirhead	9/24/2015	2015-2016
Instructional Staff Representative	Renee Ford-McDougle	5/22/2015	2015-2016
Instructional Staff Representative	Ashley Lankford	5/22/2015	2015-2016

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

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410454

Madison 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	48.8	53.9	59.0	64.2	69.3	74.4
AMERICAN INDIAN						
ASIAN						
BLACK	30.0	37.0	44.0	51.0	58.0	65.0
HISPANIC	42.9	48.6	54.3	60.0	65.7	71.5
2 OR MORE RACES	57.1	61.4	65.7	70.0	74.3	78.6
WHITE	64.5	68.1	71.6	75.2	78.7	82.3
EDS	39.2	45.3	51.4	57.4	63.5	69.6
LEP						
SWD	11.8	20.6	29.4	38.3	47.1	55.9
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	50.4	55.4	60.3	65.3	70.2	75.2
AMERICAN INDIAN						
ASIAN						
BLACK	38.0	44.2	50.4	56.6	62.8	69.0
HISPANIC	57.1	61.4	65.7	70.0	74.3	78.6
2 OR MORE RACES	42.9	48.6	54.3	60.0	65.7	71.5
WHITE	61.3	65.2	69.0	72.9	76.8	80.7
EDS	43.2	48.9	54.6	60.2	65.9	71.6
LEP						
SWD	17.6	25.8	34.1	42.3	50.6	58.8
AIG	95.0	95.5	96.0	96.5	97.0	97.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	50.0	55.0	60.0	65.0	70.0	75.0
AMERICAN INDIAN						
ASIAN						
BLACK	27.3	34.6	41.8	49.1	56.4	63.7
HISPANIC						
2 OR MORE RACES						
WHITE	72.2	75.0	77.8	80.5	83.3	86.1
EDS	46.2	51.6	57.0	62.3	67.7	73.1
LEP						
SWD						
AIG	85.7	87.1	88.6	90.0	91.4	92.9

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?

EOG 2015 Data: Grades 3rd-5th Overall Reading 41.7% Overall Math 36.9% Science 39.5%
3rd grade Reading 41.9% 3rd grade Math 51.6%
4th grade Reading 51.7% 4th grade Math 37.9%
5th grade Reading 34.9% 5th grade Math 25.6% 5th grade Science 39.5%
End of Year DIBELS: 66% of our students are reading on grade level K-5th. (K-88%, 1st-66%, 2nd-69%, 3rd-64%, 4th 68%, 5th 49%)
End of Year TRC: 63% of our students are reading on grade level K-5th. (K-78%, 1st-79%, 2nd-62%, 3rd-61%, 4th 46%, 5th 53%)

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

In grades 3-5 there is a need to close the achievement gap in the areas of reading and math between White students and African American Students. Additionally there is a gap in reading for subgroups: Students with Disabilities and Economically Disadvantaged Students and their Non-Disabled and Non-Economically Disadvantaged Peers. Although more than 95% of the AIG students are performing at or above grade level, less than 10% of African American Students are identified in the AIG program.

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

We will need to analysis DIBELS and EOG Data for new students. At this time student growth as not be released from the state.

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

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Kindergarten-5th Grade Reading
Priority Area 2:
2B) Kindergarten-5th Grade Math
Priority Area 3:
3B) Kindergarten-5th Grade Reading- Close achievement gap in the following subgroups (AA, SWD, and ED)
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) Kindergarten-5th Grade Reading
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Madison Elementary will increase the number of students who are proficient in reading by 5.2 percentage points from 59.0 %to 64.2%
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Madison Elementary will increase the number of students who are proficient in reading by 19.5 percentage points from 41.7% to 64.2% %.
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

Implement Effective Literacy Block to address the 5 Components of Reading (phonemic awareness, phonics, fluency, vocabulary and comprehension.)

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) Follow the district balanced literacy model, pacing guides and other curriculum support materials. Continue implementation of Foundations (K-3) and Words Their Way (4th-5th)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Purchase additional reading books for K-5 individual goals, class goals, grade goals and school wide goals.	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
3) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Use mClass for grades 4th-5th for teachers to utilize data to progress monitor students based on DIBELS guidelines.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
5) K-5 teachers will progress monitor students based on DIBELS guidelines, analyze data and use to reteach and or provide enrichment activities.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize as a Guided Reading Resource (Reading A to Z, Science A to Z and Razz Kids.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
8) Purchase Culturally Relevant Text (K-5) to utilize during Guided Reading.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
9) Purchase ipads, covers, and Airwatch to utilize during Guided Reading instruction.	Title I		\$4,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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) K-3 teachers will be encouraged to attend Fundation Support Sessions provided by GCS.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) PD in effective implementation of teaching comprehension strategies using research by Stephanie Harvey and Anne Goudvis.(Comprehension Took Kits.) PD in constructed response and depth of knowledge	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)	Title I		\$316.43	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Offer a literacy night for parents to learn about comprehension strategies and ways to support their child at home.	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
14) Hold an Open House/Curriculum/Title I Night.	Title I		\$50.00	\$0.00	\$0.00	\$0.00
15) Offer two Parent Academy Sessions: Can We Talk? Effective Home/School Communication and Time Management for Busy Parents.	Title I		\$50.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Provide Enrichment and Reteaching Strategies

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Double dose of Foundations.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Provide enrichment opportunities off campus for students to build background knowledge-real world context to content standards.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
3) Provide rising 1st-5th graders reading materials and assignment to be completed over summer of 2016 with parents to assist with grade transition.	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
4) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in reteaching or enrichment strategies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize reading materials Scholastic News, Time For Kids during Guided Reading Instruction.	Title I		\$1,500.00	\$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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) 1 (K-2 teacher) and 1 (3-5 teacher) will attend NCATT for Literacy workshop		Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)				\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
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) Provide parents with progress reports bi-monthly for students receiving interventions.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Hold an Open House/Curriculum/Title I Night.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Notify parents about enrichment/reteaching opportunities (letters, phone calls, Connect Ed messages, marque board, PTA and websites.)		Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3							
Continued development of comprehensive Professional Learning Model							
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) Weekly PLC meetings 1 day a week.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Provide teachers with 1/2 planning with grade levels-bi-yearly		Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
3) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in reteaching or enrichment strategies.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Review DIBELS/TRC and EOG for 2015-2016		Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Master Schedule allows utilization of all staff members to allow daily 60 min. of planning time.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
7)				\$0.00	\$0.00	\$0.00	\$0.00
8)				\$0.00	\$0.00	\$0.00	\$0.00
9)				\$0.00	\$0.00	\$0.00	\$0.00
10)				\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) BT meetings-monthly-teaching strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PD in effective implementation of teaching comprehension strategies using research by Stephanie Harvey and Anne Goudvis.(Comprehension Took Kits.) PD in constructed response and depth of knowledge	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) Hold parent/student conferences earlier-right after Interims	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Hold a Science Night, showing parents the correlation between Science and Reading/Contextual Information.	Title I		\$2,500.00	\$0.00	\$0.00	\$0.00
15) Student Led Conferences -3rd quarter	Title I		\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Monitoring lesson plans and providing feedback, PLC agendas, Walkthrough documentation and providing feedback.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Analyze and review assessment data , Formative, Benchmark and Summative; including teacher made assessments, Common Core Unit Assessments, Classroom Grades, Walkthrough Data.						
What does the data/evidence show regarding the results of the implemented strategies?						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Our improved results, tell us that students are responding to implemented strategies. 3rd Grade Interim: 48%(above district) 4th Grade Interim 54% (above district) and 5th Grade Interim: 55.6% (slightly below district but with a gain of 4.2% from 2013-2014 Interim.) DIBELS: BOY: K:71%, 1st:88% , 2nd: 79% , 3rd:70%, 4th:76%, 5th: 35% TRC: BOY: K: 62%, 1st 89%, 2nd: 71%, 3rd: 70%, 4th: 57%, 5th: 69%						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
Our results from Interim II, tell us that students are responding to implemented strategies when compared to data last year at this time. 3rd Grade Interim: 45%,(slightly below district 49.3%) 4th Grade Interim 57% (above district 55.2%) (a gain of 9% from 2013-2014 Interim) and 5th Grade Interim: 50% (slightly below district 55.7%) (gain of 4% from 2013-2014 Interim.) DIBELS: BOY: K:82%, 1st:74% , 2nd:77 % , 3rd:69%, 4th:66%, 5th: 52% TRC: BOY: K: 73%, 1st 82%, 2nd:60 % , 3rd: 56%, 4th:50 % , 5th: 55%						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
EOG 3-5th Grade Reading Data: 3rd: 41.9% (decrease of 13.7 from previous year) 4th: 51.7 (increase of 4.2 from previous year) 5th: 34.9 (stayed the same as previous year) Reading All: 41.7 (decrease of 2.2 from previous year.) End of Year DIBELS: 66% K-5 students are proficient. TRC End of Year: 63% K-5 students are proficient.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
Our results are the following: DIBELS: BOY: K: 75%, 1st: 68%, 2nd: 59%, 3rd: 70%, 4th: 58%, 5th: 56%, All, 64%, TRC: BOY: K: 52%, 1st: 67%, 2nd: 53%, 3rd: 56%, 4th: 61%, 5th: 49%,ALL: 56% Pre-Assessment Scores: Reading: 4th: 44%,(-4.4% below district) 5th: 55%(+5.0% above district) We had 3 out of 7 transitional students pass the Read To Achieve Test. See strategies in ACT Review 1 2015-16 section.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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?)

Refining guided reading instruction for 4th and 5th grade students utilizing a tutor beginning in January. 3rd-5th grade teachers have analyzed ELA Interim questions and comprised question stems based on the different strains. They have also identified strands where performance was the lowest and have developed strategies to address learning needs for our students to make gains in these areas. Parents will continue to be invited to learning sessions on curriculum topics.

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

Continued with guided reading instruction for 4th and 5th grade students utilizing a tutor beginning in January. Afterschool tutoring for grades 3-5 will begin after spring break after analyzing Interim II data and determining student's needs. 3rd-5th grade teachers have analyzed ELA Interim questions and comprised question stems based on the different strains. They have also identified strands where performance was the lowest and have developed strategies to address learning needs for our students to make gains in these areas. Parents will continue to be invited to learning sessions on curriculum topics.

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

This year's focus will be on incorporating writing on a daily basis across all grade levels and subject levels. Focus will be on utilizing Webb's Depth of Knowledge when planning questions as well as focus on independent literacy during guided reading groups. Implementing a school wide accelerated reading program.

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

Continue to focus on AR program as we have seen a 35% increase in media circulation, up from this time last year, as well as an increase in number of students participating. There has also been an increase in the number of participants in the GCS Reads 20 program. We have continued to refine guided reading K-5 through the utilization of more independent reading and the purchase of additional guided reading kits with scripted lesson plans for teachers. We are using benchmarks, progress monitoring, foundations and common assessment data to determine skill focus for IE groups.

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: **Madison Elementary** School Number: **454**
 Principal: Penny Loschin
 LEA Name/Number: Guilford County Schools (410)

Priority Area 1

1B) Kindergarten-5th Grade Reading

Improvement Strategy #1

Implement Effective Literacy Block to address the 5 Components of Reading (phonemic awareness, phonics, fluency, vocabulary and comprehension.)

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) Follow the district balanced literacy model, pacing guides and other curriculum support materials. Continue implementation of Foundations (K-3) and Words Their Way (4th-5th).	Instruction by Highly Qualified Teachers	Reading				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) Purchase additional reading books for K-5 individual goals, class goals, grade goals and school wide goals.	Instruction by Highly Qualified Teachers	Reading	Library Books	3-5330-050-414	\$2,000.00				\$0.00				\$0.00	\$2,000.00
3) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
4) Use mClass for grades 4th-5th for teachers to utilize data to progress monitor students based on DIBELS guidelines.	Instruction by Highly Qualified Teachers	Reading	Supplies & Materials	3-5330-050-411	\$1,500.00				\$0.00				\$0.00	\$1,500.00
5) K-5 teachers will progress monitor students based on DIBELS guidelines, analyze data and use to reteach and or provide enrichment activities.	Including teachers in decisions regarding the use of assessments	Reading							\$0.00				\$0.00	\$0.00
6) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
7) Utilize as a Guided Reading Resource (Reading A to Z, Science A to Z and Razz Kids.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$1,000.00				\$0.00				\$0.00	\$1,000.00
8) Purchase Culturally Relevant Text (K-5) to utilize during Guided Reading.	Activities for children experiencing difficulty	Reading	Library Books	3-5330-050-414	\$1,000.00				\$0.00				\$0.00	\$1,000.00
9) Purchase ipads, covers, and Airwatch to utilize during Guided Reading instruction.	Activities for children experiencing difficulty	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$4,000.00				\$0.00				\$0.00	\$4,000.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) K-3 teachers will be encouraged to attend Fundation Support Sessions provided by GCS.		Reading				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) PD in effective implementation of teaching comprehension strategies using research by Stephanie Harvey and Anne Goudvis.(Comprehension Took Kits.) PD in constructed response and depth of knowledge.		Reading							\$0.00				\$0.00	\$0.00
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$316.43				\$0.00				\$0.00	\$316.43
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
Title I Parent Involvement Component														

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

13) Offer a literacy night for parents to learn about comprehension strategies and ways to support their child at home.	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 15) Provide necessary literacy training. (OPTIONAL) 6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$1,000.00	Reading	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,000.00
14) Hold an Open House/Curriculum/Title I Night.	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411					\$50.00				\$0.00	\$50.00
15) Offer two Parent Academy Sessions: Can We Talk? Effective Home/School Communication and Time Management for Busy Parents.	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411					\$50.00				\$0.00	\$50.00
													Subtotal #1:	\$11,916.43

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Provide Enrichment and Reteaching Strategies

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) Double dose of Foundations.	Activities for children experiencing difficulty	Reading				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 enrichment opportunities off campus for students to build background knowledge-real world context to content	Activities for children experiencing difficulty	Reading	Field Trips	3-5330-050-333	\$1,500.00				\$0.00				\$0.00	\$1,500.00
3) Provide rising 1st-5th graders reading materials and assignment to be completed over summer of 2016 with parents to assist	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading	Supplies & Materials	3-5330-050-411	\$1,500.00				\$0.00				\$0.00	\$1,500.00
4) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in	Including teachers in decisions regarding the use of assessments	Reading & Math							\$0.00				\$0.00	\$0.00
5) Utilize reading materials Scholastic News, Time For Kids during Guided Reading Instruction.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$1,500.00				\$0.00				\$0.00	\$1,500.00
6)									\$0.00				\$0.00	\$0.00
7)									\$0.00				\$0.00	\$0.00
8)									\$0.00				\$0.00	\$0.00
9)									\$0.00				\$0.00	\$0.00
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) 1 (K-2 teacher) and 1 (3-5 teacher) will attend NCATT for Literacy workshop		Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$1,000.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,000.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading & Math							\$0.00				\$0.00	\$0.00
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) Provide parents with progress reports bi-monthly for students receiving interventions.		Reading & Math				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) Hold an Open House/Curriculum/Title I Night.		Reading & Math							\$0.00				\$0.00	\$0.00
12) Notify parents about enrichment/reteaching opportunities (letters, phone calls, Connect Ed messages, marque board, PTA and websites.)		Reading & Math							\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$5,500.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Continued development of comprehensive Professional Learning Model

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) Weekly PLC meetings 1 day a week.	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu			Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Provide teachers with 1/2 planning with grade levels-bi-yearly	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$2,000.00				\$0.00				\$0.00	\$2,000.00
3) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in reteaching or enrichment strategies.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading							\$0.00				\$0.00	\$0.00
5) Review DIBELS/TRC and EOG for 2015-2016	Including teachers in decisions regarding the use of assessments	Reading & Math							\$0.00				\$0.00	\$0.00
6) Master Schedule allows utilization of all staff members to allow daily 60 min. of planning									\$0.00				\$0.00	\$0.00
7)									\$0.00				\$0.00	\$0.00
8)									\$0.00				\$0.00	\$0.00
9)									\$0.00				\$0.00	\$0.00
10)									\$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) BT meetings-monthly-teaching strategies		Reading & Math				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) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading & Math							\$0.00				\$0.00	\$0.00
12) PD in effective implementation of teaching comprehension strategies using research by Stephanie Harvey and Anne Goudvis.(Comprehension Took Kits.) PD in constructed response and depth of knowledge		Reading							\$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) Hold parent/student conferences earlier-right after Interims	5) Provide regular opportunities for parents to meet with school staff. 12) Ensure that information is clear and understandable for parents, translate as needed.	Reading & Math	Select budget category from drop down menu			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	\$0.00
14) Hold a Science Night, showing parents the correlation between Science and Reading/Contextual Information.	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$1,000.00	Reading & Math	Contracted Services - Supplemental	3-5330-050-311	\$1,500.00				\$0.00	\$2,500.00
15) Student Led Conferences -3rd quarter									\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$4,500.00

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) Kindergarten-5th Grade Math
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Madison Elementary will increase the number of students that are proficient in math 5 percentage points from 60.3% to 65.3%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Madison Elementary will increase the number of students that are proficient in math 41.9 percentage points from 36.9% to 65.3%.
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

Implement Effective Math Instruction

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review summative math grade level assessments and EOG data from 2014-2015	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Follow the district's math model, pacing guides and other curriculum support materials to maximize student's growth in math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Utilize Content for Learning Materials to utilize in math instruction for grades 2nd-5th.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Implement school wide vocabulary to ensure consistency among grade levels.	Title I		\$400.00	\$0.00	\$0.00	\$0.00
5) Following training, teachers will incorporate new knowledge/strategies from Math Foundations.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will utilize hands on experiences/manipulatives to teach new concepts.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Develop math common assessments during PLC meetings for the purpose of forming flexible groups for guided math instruction, along with data from CBMs given.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
9) Staff members will receive Math Foundation training from trained staff members.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
10) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

11)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")	Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus Magnet
12) Hold a Math Night where parents learn Math Foundation Skills to utilize at home with their child.		Title I		\$2,000.00	\$0.00	\$0.00 \$0.00
13)				\$0.00	\$0.00	\$0.00 \$0.00
14)				\$0.00	\$0.00	\$0.00 \$0.00
IMPROVEMENT STRATEGY #2						
Continued development of comprehensive Professional Learning Model						
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) Weekly PLC meetings 1 day a week.		Title I		\$0.00	\$0.00	\$0.00 \$0.00
2) Provide teachers with 1/2 planning with grade levels-bi-yearly		Title I		\$0.00	\$0.00	\$0.00 \$0.00
3) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in reteaching or enrichment strategies.		Title I		\$0.00	\$0.00	\$0.00 \$0.00
4)				\$0.00	\$0.00	\$0.00 \$0.00
5)				\$0.00	\$0.00	\$0.00 \$0.00
6)				\$0.00	\$0.00	\$0.00 \$0.00
7)				\$0.00	\$0.00	\$0.00 \$0.00
8)				\$0.00	\$0.00	\$0.00 \$0.00
9)				\$0.00	\$0.00	\$0.00 \$0.00
Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step		
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus Magnet
10) Staff members will receive Math Foundation training from trained staff members.		Title I		\$0.00	\$0.00	\$0.00 \$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Title I		\$0.00	\$0.00	\$0.00 \$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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) Increase amount of materials for Parent Resource Library and increase communication about availability of materials to parents.		Title I		\$500.00	\$0.00	\$0.00 \$0.00
14)				\$0.00	\$0.00	\$0.00 \$0.00
15)				\$0.00	\$0.00	\$0.00 \$0.00
IMPROVEMENT STRATEGY #3						
Provide Enrichment and Reteaching Strategies						
Action Steps to Implement Improvement Strategy		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step		
		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus Magnet
1) Provide enrichment opportunities off campus for students to build background knowledge-real world context to content standards.		Title I		\$0.00	\$0.00	\$0.00 \$0.00
2) Utilize DIBELS Math Assessment data to create small groups for math reteaching/enrichment instruction.		Title I		\$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) Staff members will receive Math Foundation training from trained staff members.		Title I		\$0.00	\$0.00	\$0.00 \$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Title I		\$0.00	\$0.00	\$0.00 \$0.00
12) PD in effective math small group instruction i.e.; DIBELS MATH (time management, lesson format, data analysis.)		Title I		\$2,000.00	\$0.00	\$0.00 \$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	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) Provide rising 1st-5th graders math materials and assignment to be completed over summer of 2016 with parents to assist with grade transition.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
14) Rising Kindergarten Orientation Saturday to provide parents/students with K information and ways to work with their child over the summer. Summer assessments will be offered at various dates and times to assist parents.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Monitoring lesson plans and providing feedback, PLC agendas, Walkthrough documentation and providing feedback, progress monitoring data, DIBELS, TRC, Benchmarks, CBMs and EOG Data.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Analyze and review assessment data , Formative, Benchmark and Summative; including teacher made assessments, Common Core Unit Assessments, Classroom Grades, Walkthrough Data.						
What does the data/evidence show regarding the results of the implemented strategies?						
<u>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</u>						
Our improved results tell us that students are responding to implemented strategies. 3rd Grade Interim: 35.1%, (Slightly below district)4th Grade: 41.1%(slightly above district) and 5th Grade 31.8%(slightly below district by a 3.0% increase from 2013-2014 Interim Scores.)						
<u>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</u>						
Our improved results tell us that students are responding to implemented strategies. 3rd Grade Interim: 45% (slightly below district-46%) ,4th Grade: 43% (slightly below district-45%) a 5% gain from 2013-2014 Interim) and 5th Grade 43% (below district-59%) a 5% gain from 2013-2014 Interim.)						
<u>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</u>						
Math EOG scores 3rd: 51.6% (decrease of 7.7% from previous year, 4th: 37.9% (increase of 25.4% previous year) 5th: 25.6 (decrease of 8.4 from previous year.) Overall math: 36.9 (increase of 4.4% from previous year.)						
<u>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</u>						
Pre-Assessment Scores: 3rd: 30%,(+5% above district),4th: 30% (-4.7% below district) and 5th 30% (-.1% below district) ; See strategies in ACT Review 1 2015-16 section.						
<u>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</u>						
(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?)

Refining small math group instruction utilizing a tutor in 4th and 5th grade beginning in January. Teachers have compared end of grade test results to Interim results and have noted growth based on their levels in order to make predictions of possible outcomes for EOG scores this school year. Teachers have utilized Interim data and identified students who scored below 30% on skills previously taught and utilized this information to develop small group math instruction. Our focus in small math group time will be to reteach and refine standards that have been previously taught. Parents will continue to be invited to learning sessions on curriculum topics.

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

Continue with refining small math group instruction utilizing a tutor in 4th and 5th grade which began in January. Teachers have utilized Interim data and identified students who scored below 30% on skills previously taught and utilized this information to develop small math instruction utilizing EC and CF teachers. Parents will continue to be invited to learning sessions on curriculum topics.

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

Continue with refining small math group utilizing Math Foundations-all staff will be trained in Math Foundations and implement. Continue with math vocabulary school wide and vertical team meetings to discuss strategies to utilize across grade levels and expectations from grade to grade. Continue to increase usage of math manipulatives and increase writing in math on a daily basis.

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

All of our staff have been trained in Math Foundations and are currently incorporating this into their teacher directed lessons as well as consistently having small math group instruction. Classroom teachers have administered DIBELS math and are utilizing this data to develop strategies to utilize during IE time and small group instruction.

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: **Madison Elementary**
 Principal: Penny Loschin
 LEA Name/Number: Guilford County Schools (410)

School Number: **454**

Priority Area 2

2B) Kindergarten-5th Grade Math

Improvement Strategy #1

Implement Effective Math Instruction

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review summative math grade level assessments and EOG data from 2014-2015	Schoolwide Reform Strategies	Math				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) Follow the district's math model, pacing guides and other curriculum support materials to maximize student's growth in math.	Instruction by Highly Qualified Teachers	Math							\$0.00				\$0.00	\$0.00
3) Utilize Content for Learning Materials to utilize in math instruction for grades 2nd-5th.	Instruction by Highly Qualified Teachers	Math							\$0.00				\$0.00	\$0.00
4) Implement school wide vocabulary to ensure consistency among grade levels.	Schoolwide Reform Strategies	Math	Supplies & Materials	3-5330-050-411	\$400.00				\$0.00				\$0.00	\$400.00
5) Following training, teachers will incorporate new knowledge/strategies from Math	Schoolwide Reform Strategies	Math							\$0.00				\$0.00	\$0.00
6) Teachers will utilize hands on experiences/manipulatives to teach new concepts.	Schoolwide Reform Strategies	Math							\$0.00				\$0.00	\$0.00
7) Develop math common assessments during PLC meetings for the purpose of forming flexible groups for guided math instruction, along with data from CBMs given	Including teachers in decisions regarding the use of assessments	Math							\$0.00				\$0.00	\$0.00
8) Lesson plans will regularly intentionally reflect Webb's Depth of Knowledge pre planned question stems.	Schoolwide Reform Strategies	Math							\$0.00				\$0.00	\$0.00
9) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door,	Schoolwide Reform Strategies	Math							\$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
9) Staff members will receive Math Foundation training from trained staff members.		Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$1,000.00	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	\$1,000.00
10) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Math							\$0.00				\$0.00	\$0.00
11)									\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement 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	
12) Hold a Math Night where parents learn Math Foundation Skills to utilize at home with their child.	9) Provide materials and training to help parents work with their children to improve achievement. 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.	Math	Parent - Other Food Purchases	3-5880-050-459	\$1,000.00	Math	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00		Select budget category from drop down menu		\$0.00	\$2,000.00
13)									\$0.00				\$0.00	\$0.00
14)									\$0.00				\$0.00	\$0.00
Subtotal #1:													\$3,400.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Continued development of comprehensive Professional Learning Model

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) Weekly PLC meetings 1 day a week.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math				Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Provide teachers with 1/2 planning with grade levels-bi-yearly	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math							\$0.00				\$0.00	\$0.00
3) Vertical Team meetings once a month to determine goals, objectives, gaps, strategies, analyze results and determine next steps in reteaching or enrichment strategies.	Schoolwide Reform Strategies	Reading & Math							\$0.00				\$0.00	\$0.00
4)		Reading & Math							\$0.00				\$0.00	\$0.00
5)									\$0.00				\$0.00	\$0.00
6)									\$0.00				\$0.00	\$0.00
7)									\$0.00				\$0.00	\$0.00
8)									\$0.00				\$0.00	\$0.00
9)									\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Staff members will receive Math Foundation training from trained staff members.		Reading & Math				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) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading & Math							\$0.00				\$0.00	\$0.00
12)									\$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) Increase amount of materials for Parent Resource Library and increase communication about availability of materials to parents.	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Parent - Supplies & Materials	3-6880-050-411	\$500.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$500.00
14)									\$0.00				\$0.00	\$0.00
15)									\$0.00				\$0.00	\$0.00
Subtotal #2:													\$500.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

Provide Enrichment and Reteaching Strategies

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Provide enrichment opportunities off campus for students to build background	Activities for children experiencing difficulty	Reading & Math				Select from drop down	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Utilize DIBELS Math Assessment data to create small groups for math	Activities for children experiencing difficulty	Reading & Math							\$0.00				\$0.00	\$0.00
3)									\$0.00				\$0.00	\$0.00
4)									\$0.00				\$0.00	\$0.00
5)									\$0.00				\$0.00	\$0.00
6)									\$0.00				\$0.00	\$0.00
7)									\$0.00				\$0.00	\$0.00
8)									\$0.00				\$0.00	\$0.00
9)									\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Staff members will receive Math Foundation training from trained staff members.		Reading & Math					Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading & Math							\$0.00				\$0.00	\$0.00
12) PD in effective math small group instruction (i.e.; DIBELS MATH (time management, lesson format, data analysis.)		Math	Supplies & Materials	3-5330-050-411	\$2,000.00				\$0.00				\$0.00	\$2,000.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide rising 1st-5th graders math materials and assignment to be completed over summer of 2016 with parents to assist with grade transition.	9) Provide materials and training to help parents work with their children to improve achievement.	Math	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$1,000.00
14) Rising Kindergarten Orientation Saturday to provide parents/students with K information and ways to work with their child over the summer. Summer assessments will be offered at various dates and times to assist parents.	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$500.00				\$0.00				\$0.00	\$500.00
15)									\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$3,500.00

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) Kindergarten-5th Grade Reading- Close achievement gap in the following subgroups (AA, SWD, and ED)
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, Madison Elementary will decrease the gap in reading by increasing proficiency: ED 51.4% to 57.4% (6.0 percentage points), SWD 29.4% to 38.3% (8.9 percentage points) and AA 34.0% to 51.0% (17.0 percentage points).
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016 Madison Elementary will decrease the gap in reading by increasing proficiency: ED 33.3% to 57.4% (24.1 percentage points), SWD 18.5% to 38.3% (19.8 percentage points) and AA 35.7% to 51.0% (15.3 percentage points).
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

Provide effective teaching strategies for working with Economically Disadvantaged Students.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review Economically Disadvantaged Student DIBELS, TRC and EOG scores from 2014-2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of SWD.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Breakfast in the Classroom (BIC) providing free breakfast to all students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) Review strategies learned from Teaching with Poverty in Mind (2014-2015 year book study.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)	Title I		\$0.00	\$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 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) Utilize school Social Worker to provide parents with available services they may need.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Offer Open House on a Sunday Afternoon, as requested by several parents in an end of year parent survey.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) School Leadership Meetings to alternate between daytime and evening hours.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2							
Provide effective teaching strategies for working with African American Students. (AA)							
Action Steps to Implement Improvement Strategy		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Review African American Student DIBELS, TRC and EOG scores from 2014-2015.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of AA students.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Implement strategies learned during African American Male Symposium and continue to learn strategies.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Continue with Mustang Connections implemented in 2013-2014 school year. Provide transportation for fieldtrips for service learning and extended learning opportunities.		Title I		\$500.00	\$0.00	\$0.00	\$0.00
7) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)		Title I		\$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) Follow up from AAM Summer Symposium during PLC meetings and staff meetings.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Title I		\$0.00	\$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) Utilize school Social Worker to provide parents with available services they may need.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3						
Provide effective teaching strategies for working with Students with Disabilities (SWD).						
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) Review Students with Disabilities DIBELS, TRC and EOG scores from 2014-2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of SWD.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) EC teacher will implement Language Reading Program.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
6) EC teacher will meet with regular classroom teachers to review IEP goals and discuss strategies and procedures.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Purchase iPads fro EC classroom for the purpose of more personalized learning for special need students.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
8) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, diary entry, paragraph, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Staff will be engaged in year long professional development provided by EC teacher for struggling SWD.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
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PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Utilize school Social Worker to provide parents with available services they may need. Social Worker will contact Staff meeting to provide staff with information about available serves.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
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?						
Monitoring lesson plans and providing feedback, PLC agendas, Walkthrough documentation and providing feedback, progress monitoring data, DIBELS, TRC, Benchmarks, and EOG Data.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Analyze and review assessment data , Formative, Benchmark and Summative; including teacher made assessments, Common Core Unit Assessments, Classroom Grades, Walkthrough Data.						
What does the data/evidence show regarding the results of the implemented strategies?						
<u>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</u>						
Our improved results tell us that students are responding to implemented strategies. 3rd Grade Reading Interim (SWD- 38.46%) (AA-48.32%), 4th Grade Reading Interim (SWD- 36.5%) (AA 46.96%), 5th Reading Interim (SWD-43.99%) (AA- 52.44%) Increased by the following percentages from 2013-2014 Interim to 2014-2015 Interim 3rd SWD: 15%, 4th SWD: 5.3% and 5th SWD: 8.7%. 3rd AA: 10.4%, 4thAA 6.7%and 5th AA:12.4%.						
<u>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</u>						
Our improved results tell us that students are responding to implemented strategies. 3rd Grade Reading Interim II shows SWD-35 % (AA-42.83%), 4th Grade Reading Interim (SWD- 43 %) (AA 47 %), 5th Reading Interim (SWD- 38%) (AA- 49%) Increased by the following percentages from 2013-2014 Interim to 2014-2015 Interim 4th SWD 2% and 5th SWD: 2% , 4thAA 2%. 5th AA 10%						
<u>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</u>						
EOG 3-5th 3rd: ED: 35.0 (decrease of 12.1 % from previous year) 4th ED: 43.8%(increase of 4.7% from previous year) 5th ED: 25.9% (increase of 3.3% from previous year.) Overall ED: 33.3% (decrease of .5% from previous year) 4th: SWD: NA (Not enough students) 4th SWD: 12.5% (decrease of 12.5% from previous year. 5th SWD: 26.7% (increase of 16.7% from previous year.) Overall SWD: 18.5% (increase of 3.1% from previous year.) 3rd AA: 53.8% (increase of 13.8% from previous year.) 4th AA: 33.3% (decrease of 11.7% from previous year) 5th AA: 25.0% (increase of 7.4% from previous year.) Overall 35.7% (increase of 1.7% from previous year.)						
<u>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</u>						
Boy: K:(AA:74%), (EC:50%), 1st: (AA:67%), (EC:50%), 2nd: (AA:57%), (EC:57%) 3rd: (AA:67%), (EC:25%), 4th (AA:58%) (EC:50%), 5th (AA:50%), (EC:13%) TRC: K:(AA:56%), (EC:50%), 1st: (AA:73%), (EC:50%), 2nd: (AA:53%), (EC:43%) 3rd: (AA:50%), (EC:0%), 4th (AA:58%) (EC:17%), 5th (AA:33%), (EC:0%); See strategies in ACT Review 1 2015-16 section.						
<u>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</u>						
(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?						

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

For 3-5 grade students, EC teacher is utilizing benchmark scores to create small group for instruction. EC teacher has attended Language! Training through the district and will implement program once materials are received. AA students continue to receive mentoring through Mustang Connections, teachers will continue to utilize culturally relevant text. Monthly staff meetings will continue to provide staff with strategies, learned from Book Study, Teaching with Poverty in Mind as well as AA strategies shared through GCS. Parents will continue to be invited to learning sessions on curriculum topics.

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

For 3-5 grade students, EC teacher is utilizing benchmark scores to create small group for instruction. EC teacher has attended Language! Training through the district and has implemented program. AA students continue to receive mentoring through Mustang Connections. Teachers continue to utilize relevant text. After school tutoring to begin after Spring Break for those students identified based on skill levels. Monthly staff meetings will continue to provide staff with strategies learned from book study, Teaching with Poverty in Mind, as well as AA strategies shared through GCS and monthly NR principal meetings. Parents will continue to be invited to learning sessions on curriculum topics.

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

Our AA students are making progress with strategies put in place utilizing strategies learned at AAM symposium and Mustang Connections. Our SWD students are making progress with Language! Program, and effective inclusion program- will continue with both of those. Additional focus on lesson plans and direct teaching of these students-shared responsibility of both regular classroom teacher and EC teacher. ED students are making progress and will continue with strategies learned in Teaching with Poverty. All three subgroups will benefit from increase knowledge of effective Power Strategies, regular writing across grade levels and subject levels and utilizing effective questioning stems.

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

For 3-5 grade EC students, the EC teacher is implementing Language! Reading program. For our 3-5 AA students we are continuing with the Mustang Connection Mentoring program and have added additional culturally relevant guided reading materials to increase student engagement.

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: **Madison Elementary**
Principal: Penny Loschin
LEA Name/Number: Guilford County Schools (410)

School Number: **454**

Priority Area 3

3B) Kindergarten-5th Grade Reading- Close achievement gap in the following subgroups (AA, SWD, and ED)

Improvement Strategy #1

Provide effective teaching strategies for working with Economically Disadvantaged 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) Review Economically Disadvantaged Student DIBELS, TRC and EOG scores from 2014-2015.	Including teachers in decisions regarding the use of assessments	Reading				Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of SWD.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.	Instruction by Highly Qualified Teachers	Reading							\$0.00				\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
5) Breakfast in the Classroom (BIC) providing free breakfast to all students.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
6) Lesson plans will regularly intentionally reflect Webbs Depth of Knowledge pre planned question stems.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
7) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
8)									\$0.00				\$0.00	\$0.00
9)									\$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) Review strategies learned from Teaching with Poverty in Mind (2014-2015 year book study.)		Reading				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
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Math							\$0.00				\$0.00	\$0.00
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) Utilize school Social Worker to provide parents with available services they may need.	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school.	Reading	Select budget category from drop down menu			Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Offer Open House on a Sunday Afternoon, as requested by several parents in an end of year parent survey.	5) Provide regular opportunities for parents to meet with school staff. 2) Offer a flexible number of meetings.	Reading							\$0.00				\$0.00	\$0.00
15) School Leadership Meetings to alternate between daytime and evening hours.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading							\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #2

Provide effective teaching strategies for working with African American Students. (AA)

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review African American Student DIBELS, TRC and EOG scores from 2014-2015.	Including teachers in decisions regarding the use of assessments	Reading				Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of AA students.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.	Instruction by Highly Qualified Teachers	Reading							\$0.00				\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
5) Implement strategies learned during African American Male Symposium and continue to learn strategies.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
6) Continue with Mustang Connections implemented in 2013-2014 school year. Provide transportation for fieldtrips for service	Schoolwide Reform Strategies	Reading	Field Trips	3-5330-050-333	\$500.00				\$0.00				\$0.00	\$500.00
7) Lesson plans will regularly intentionally reflect Visible Depth of Knowledge intentional	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
8) Lesson plans will regularly reflect intentional action steps intentional	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
9)									\$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) Follow up from AAM Summer Symposium during PLC meetings and staff meetings.		Reading	Select budget category from drop down menu			Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading							\$0.00				\$0.00	\$0.00
12)									\$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) Utilize school Social Worker to provide parents with available services they may need.	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate programs; and to build ties between parents and the school.	Reading				Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14)									\$0.00				\$0.00	\$0.00
15)									\$0.00				\$0.00	\$0.00
Subtotal #2:													\$500.00	

2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Provide effective teaching strategies for working with Students with Disabilities (SWD).

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Review Students with Disabilities DIBELS, TRC and EOG scores from 2014-2015.	Including teachers in decisions regarding the use of assessments	Reading					Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Teachers will participate in vertical planning to determine strategies specifically to address needs of SWD.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
3) Double does in Foundations for Tier 2 and Tier 3 students.	Instruction by Highly Qualified Teachers	Reading							\$0.00				\$0.00	\$0.00
4) Utilize purchased Fluency Materials with Tier 2 and Tier 3 students.	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
5) EC teacher will implement Language Reading Program.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$500.00				\$0.00				\$0.00	\$500.00
6) EC teacher will meet with regular classroom teachers to review IEP goals and discuss strategies and procedures.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
7) Purchase iPads for EC classroom for the purpose of more personalized learning for special need students.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$1,000.00				\$0.00				\$0.00	\$1,000.00
8) Lesson plans will regularly intentionally reflect Webb's Depth of Knowledge's pre-planned question steps.	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
9) Lesson plans will regularly reflect intentional use of writing component. (ticket out the door, etc.)	Schoolwide Reform Strategies	Reading							\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Staff will be engaged in year long professional development provided by EC teacher for struggling SWD.		Reading					Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
12) PD in Meta-Analyses relating to achievement (Visible Learning-John Hattie)		Reading							\$0.00				\$0.00	\$0.00
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) Utilize school Social Worker to provide parents with available services they may need. Social Worker will contact Staff meeting to provide staff with information about available services.	10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate programs; and to build ties between parents and the school.	Reading					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
15)									\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$1,500.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Madison Elementary**
Principal: Penny Loschin
LEA: Guilford County Schools (410)

School Number: **454**

PRC 050 Allocation	\$31,216.43
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Parent Involvement Set-Aside	\$780.43
Budgeted Parent Involvement	\$7,000.00
Great! You have met your PI Set-Aside.	

Professional Development Set-Aside	\$913.08
Budgeted Professional Development	\$4,103.24
Great! You have met your PD Set-Aside.	

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	454 Salary - Social Worker	\$0.00
	3-5320-050-181-	454 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	454 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	454 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	454 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	454 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	454 Salary - Teacher	\$0.00
PD	3-5330-050-125-	454 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	454 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	454 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	454 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	454 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	454 Salary - Substitute Pay (NOT Professional Development)	\$0.00
PD	3-5330-050-163-	454 Salary - Substitute Pay (Professional Development)	\$2,786.81
	3-5330-050-181-	454 Payroll - Supplementary Pay (5330)	\$0.00
	3-5330-050-184-	454 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	454 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	454 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	454 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	454 Payroll - Social Security/FICA (5330)	\$213.19
	3-5330-050-221-	454 Payroll - Retirement (5330)	\$0.00
	3-5330-050-231-	454 Payroll - Hospitalization Ins. (5330)	\$0.00
	3-5330-050-311-	454 Contracted Services - Supplemental	\$1,500.00
PD	3-5330-050-312-	454 Staff Dev/Workshop Expenses**	\$1,316.43
	3-5330-050-314-	454 Printing & Binding	\$0.00
	3-5330-050-326-	454 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	454 Field Trips	\$2,000.00
PD	3-5330-050-352-	454 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	454 Membership Dues & Fees	\$0.00
	3-5330-050-411-	454 Supplies & Materials	\$8,400.00
	3-5330-050-414-	454 Library Books	\$3,000.00
	3-5330-050-418-	454 Computer Software & Supplies	\$5,000.00
	3-5330-050-461-	454 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	454 Computer Equipment	\$0.00
	3-5330-050-541-	454 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	454 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	454 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	454 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	454 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	454 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	454 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	454 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	454 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	454 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	454 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	454 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	454 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	454 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	454 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	454 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	454 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	454 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	454 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	454 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	454 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	454 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	454 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	454 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	454 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	454 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	454 Parent - Postage	\$0.00
PI	3-5880-050-411-	454 Parent - Supplies & Materials	\$4,000.00
PI	3-5880-050-459-	454 Parent - Other Food Purchases	\$3,000.00
	3-6550-050-331-	454 Pupil Transportation - Contracted	\$0.00
			\$31,216.43 TOTAL BUDGET
			\$0.00 DIFFERENCE
			(red)=overbudget
			black=underbudget/balanced
			\$213.19 Position Total
			\$31,003.24 Non-Position Total

**Staff Development/Workshop Expenses Subcodes:

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

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

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

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Madison Elementary

School Number: 454

School Address:

3600 Hines Chapel Rd., McLeansville, NC 27301

Principal:

Penny Loschin

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Penny Loschin	Annually	9/9/2014,8/27/15
Pre-Crisis Checklist	Penny Loschin	Annually	9/9/2014, 8/27/15
After Hours Emergency Contact List	Kathy Anderson	Annually	9/9/2014, 10/2/15
Register Principal for Sex-Offender Registry Notifications	Penny Loschin	Annually	8/7/2014,8/4/15
Diabetic Training for Staff	Regina Ambrose/ Earlene DeShield	Annually	9/16/2014, 9/16/15
Distribute/Explain Crisis Plan to Staff	Penny Loschin	Annually	9/16/2014, 9/15/15
Distribute/Explain Code of Conduct	Penny Loschin	Annually	9/16/2014, 9/15/15
Tornado Drill	Penny Loschin	Annually	3/18/2015
Conduct Student Safety Perception Survey	Ashley Lankford	Annually	4/22/2015
Train staff on Emergency Notification Network deployment	Kathy Anderson	Annually	9/16/2014, 9/15/15
Lock-down Drills	Penny Loschin	Bi-Annually	9/22/2014, 2/25/15, 9/11/15
Safety Inspection	Brad White	Bi-Annually	8/29/2014, 3/6/15,8/21/15
Alternate Route Fire Drill	Penny Loschin	Bi-Annually	8/21/2014, 1/23/15
Playground Inspection	Brad White	Bi-Annually	8/29/2014, 3/6/15, 8/21/15
Fire Drill / Sanitation Inspection	Jay Newkirk	Monthly	9/20/14, 10/8/14,11/13/14, 12/19/14, 1/7/15, 2/25/15, 3/25/15, 4/16/15, 5/12/15, 6/22/15, 7/14/15, 8/6/15, 9/1/15, 10/30/15, 11/7/15
Fire Extinguishers Inspection	Jay Newkirk	Monthly	9/20/14, 10/8/14,11/13/14, 12/19/14, 1/7/15, 2/25/15, 3/25/15, 4/16/15, 5/12/15, 6/22/15, 7/14/15, 8/6/15,9/1/15, 10/30/15, 11/7/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Penny Loschin	Monthly	9/20/14, 10/2014, 11/18/2014, 12/2014, 1/15, 2/15,3/15, 4/15, 5/15,6/15,9/4/15, 10/5/15,11/6/15,
Automated External Defibrillator (AED) Inspection	Lyndsey Kohler	Monthly	10/3/2014,11/7/14,12/5/14,1/9/15,2/6/15 ,3/6/15, 4/17/15, 5/15/15, 6/12/15, 8/21/15,9/17/15, 10/30/15, 11/7/15
Discipline Incidents in PowerSchool	Penny Loschin	Ongoing	
Volunteer Background Checks	Kathy Anderson	Ongoing	
Monitor Visitor Check-In	Kathy Anderson/Doreen Beckwith	Ongoing	
Monitor Arrival and Dismissal of Students	Kathy Anderson/Doreen Beckwith	Ongoing	
Monitor Sex Offender Registry	Penny Loschin	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Penny Loschin	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.

MADISON 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	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	2,786.80		1,098.00	1,688.80
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	213.19		84.00	129.19
PAYROLL - RETIREMENT 5330	3-5330-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	0.00		0.00	0.00
CONTRACTED SERVICES	3-5330-050-311	1,200.00	0.00	0.00	1,200.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	1,316.43	611.23	0.00	705.20
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	2,000.00	1,550.00	0.00	450.00
TUITION FEES	3-5330-050-352	0.00	0.00	0.00	0.00
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	11,870.64	5,470.40	2,347.12	4,053.12
LIBRARY BOOKS	3-5330-050-414	2,000.00	0.00	1,213.25	786.75
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	1,511.58	1,511.58	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	3,317.79	3,317.79	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER/CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	2,000.00	1,225.24	0.00	774.76
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	3,000.00	2,601.25	0.00	398.75
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	31,216.43	16,287.49	4,742.37	10,186.57
					10,186.57
PAYROLL TOTALS	44	2,999.99	0.00	1,182.00	1,817.99
NON-PAYROLL TOTALS	20	28,216.44	16,287.49	3,560.37	8,368.58
TOTAL	64	31,216.43	16,287.49	4,742.37	10,186.57



Low Performing School Addendum

School Location: **Madison Elementary**

- Goal 1:** By June 2016, Madison Elementary students in grades 3-5 will increase the number of students who are proficient in reading by 19.5 percentage points from 41.7% to 64.2% based on EOG scores.
- Goal 2:** By June 2016, Madison Elementary students in grades 3-5 will increase the number of students that are proficient in math 41.9 percentage points from 36.9% to 65.3% based on EOG scores.
- Goal 3:** By June 2016 Madison Elementary students in grades 3-5 will decrease the gap in reading by increasing proficiency: ED 33.3% to 57.4% (24.1 percentage points), SWD 18.5% to 38.3% (19.8 percentage points) and AA 35.7% to 51.0% (15.3 percentage points) based on EOG scores.

Regional Support:

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

Central Office Support:

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

instructional strategies to maximize student outcomes. Teachers will be able to take strategies directly back to their classrooms for immediate implementation.