



### **Low Performing School Addendum**

School: Eastern Guilford Middle School

- Goal 1: By June 2016, Eastern Guilford Middle will increase the number of students who are proficient in reading by 8% from 41.8% to 50% as measured by the End of Grade test.
- Goal 2: By June 2016, Eastern Guilford Middle will reduce suspensions (OSS and ISS) of African American male students by 50% from 35.7% to 17.8%.
- Goal 3: By June 2016, Eastern Guilford Middle will increase the number of students proficient in math by 10% from 35.5% to 46% as measured by End of Grade test.

#### **Regional Support:**

The Southeastern Region has developed and implemented a tiered deployment plan that strategically focuses our efforts on three core areas: instructional planning, teaching, and evaluating. The deployment plan outlines the roles and responsibilities of each content area coordinator for the targeted areas and schools in our region. All Southeastern Regional coordinators will regularly participate in PLC meetings, provide professional development, and conduct classroom observations to better inform teachers and administration about best practices and areas for improvement. Coordinators will assist in the integration of high level questioning and writing into instruction. Schools will also receive assistance with creating and analyzing formative assessment data. In addition, the Southeastern Regional team will carefully monitor all available data points to guide our efforts in providing differentiated and personalized support to each school. Instructional rounds will occur regularly with School Administrators, School Team members, and the Regional Team to strengthen collaboration in addressing identified problems of practice and to build the capacity of leaders in our region. Several professional development opportunities will be provided for each targeted area of instruction, equipping teachers with the knowledge and skills to effectively plan, implement, and improve instruction while meeting the needs of each student in the Southeastern Region.

#### **Central Office Support:**

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted and purposeful instruction aligned with state summative assessments. Low performing schools will complete diagnostic

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

## 2014-16 SCHOOL IMPROVEMENT PLAN

<b>School Name</b>	<b>Eastern Guilford Middle</b>	<b>School Number</b>	<b>460</b>
<b>School Address</b>	435 Peeden Dr., Gibsonville, NC 27249		
<b>Principal</b>	Christopher Tolliver		
<b>District Name/State Local Education Agency (LEA) Number</b>	Guilford County Schools (410)		
<b>Date of Initial School Staff Vote of Approval</b>	2-Sep-14		
<b>Date of Last Review/Update</b>	8/16/2015		
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Board of Education Authority Signature</b>	_____ (Signature On File)		

### School Vision and Mission Statement

#### Vision

Eastern Middle School is a student-centered, safe, nurturing and positive learning environment where teachers and students are motivated through active engagement in rigorous, relevant curriculum and character-building.

#### Mission Statement

We can create a student-centered learning community that empowers students to reach his/her full potential through open communication, positive relationships amongst stakeholders and rigorous data-driven instruction.

### District and State Goal Alignment

#### Guilford County Schools Strategic Plan 2016, Area I: **Personalized Learning**

*Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.*

#### Guilford County Schools Strategic Plan 2016, Area II: **Character, Service and Safety**

*Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.*

#### Guilford County Schools Strategic Plan 2016, Area III: **Parent, Family and Community**

*Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.*

#### Guilford County Schools Strategic Plan 2016, Area IV: **Educator and Organizational Excellence**

*Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.*

*Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.*

School Improvement Team Membership	Name	Date Elected via Secret Ballot		Term (EX: 2013-14 and 2014-15)
Principal	Christopher Tolliver			
Assistant Principal Representative	Angela McNeill			2015-2016
Instructional Staff Representative	Lauren Prinz	06.09.14		2015-2016
Instructional Support Staff Representative	Lisa Wojnar	06.09.14		2015-2016
Teacher Assistant Representative		N/A		
Parent Representative	Eric Dudley	06.09.14		2015-2016
Parent Representative	Maria Fitton	06.09.14		2015-2016
6th grade Representative	Theresa Barry	06.09.14		2015-2016
7th grade Representative	Michael Reed	06.09.14		2015-2016
8th grade Representative	Jerome Miller	06.09.14		2015-2016
Encore Representative	Jimmy Buchanan	06.09.14		2015-2016
Classified	Wendy Cottingham	06.09.14		2015-2016
Math Coach	Allison Nino	N/A		2015-2016
6th grade Admin	Lori Lawrence	N/A		2015-2016
7th grade Admin	Darrell Harris	06.09.14		2015-2016
PE	Colleen Hardy	06.09.14		2015-2016
Media Specialist	Lundi Hill			

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

410460

Eastern Guilford Middle

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	39.8	45.8	51.8	57.9	63.9	69.9
AMERICAN INDIAN	50.0	55.0	60.0	65.0	70.0	75.0
ASIAN	36.8	43.1	49.4	55.8	62.1	68.4
BLACK	35.6	42.0	48.5	54.9	61.4	67.8
HISPANIC	27.7	34.9	42.2	49.4	56.6	63.9
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	50.0	55.0	60.0	65.0	70.0	75.0
EDS	33.3	40.0	46.6	53.3	60.0	66.7
LEP	10.5	19.5	28.4	37.4	46.3	55.3
SWD	13.3	22.0	30.6	39.3	48.0	56.7
AIG	84.4	86.0	87.5	89.1	90.6	92.2
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	36.1	42.5	48.9	55.3	61.7	68.1
AMERICAN INDIAN	37.5	43.8	50.0	56.3	62.5	68.8
ASIAN	36.8	43.1	49.4	55.8	62.1	68.4
BLACK	30.8	37.7	44.6	51.6	58.5	65.4
HISPANIC	30.3	37.3	44.2	51.2	58.2	65.2
2 OR MORE RACES	46.4	51.8	57.1	62.5	67.8	73.2
WHITE	44.9	50.4	55.9	61.4	66.9	72.5
EDS	29.6	36.6	43.7	50.7	57.8	64.8
LEP	19.0	27.1	35.2	43.3	51.4	59.5
SWD	10.5	19.5	28.4	37.4	46.3	55.3
AIG	90.3	91.3	92.2	93.2	94.2	95.2
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	56.5	60.9	65.2	69.6	73.9	78.3
AMERICAN INDIAN						
ASIAN	47.4	52.7	57.9	63.2	68.4	73.7
BLACK	48.1	53.3	58.5	63.7	68.9	74.1
HISPANIC	60.6	64.5	68.5	72.4	76.4	80.3
2 OR MORE RACES	66.7	70.0	73.4	76.7	80.0	83.4
WHITE	68.0	71.2	74.4	77.6	80.8	84.0
EDS	49.8	54.8	59.8	64.9	69.9	74.9
LEP	33.3	40.0	46.6	53.3	60.0	66.7
SWD	29.3	36.4	43.4	50.5	57.6	64.7
AIG	88.2	89.4	90.6	91.7	92.9	94.1



# Guilford County Schools Strategic Plan 2016

## School Targets - End of Course Scores

410460

Eastern Guilford Middle

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

### TARGET CALCULATOR

ENGLISH 2	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						
MATH 1	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	95.0	95.5	96.0	96.5	97.0	97.5
AMERICAN INDIAN						
ASIAN						
BLACK	95.0	95.5	96.0	96.5	97.0	97.5
HISPANIC						
2 OR MORE RACES						
WHITE	95.0	95.5	96.0	96.5	97.0	97.5
EDS	95.0	95.5	96.0	96.5	97.0	97.5
LEP						
SWD						
AIG	95.0	95.5	96.0	96.5	97.0	97.5
BIOLOGY	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS						
AMERICAN INDIAN						
ASIAN						
BLACK						
HISPANIC						
2 OR MORE RACES						
WHITE						
EDS						
LEP						
SWD						
AIG						

## SUMMARY OF SCHOOL DATA ANALYSIS 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?

Data analysis of the End of Grade assessment revealed that Eastern Guilford Middle has the potential for continued growth according to the preliminary data for 2014-2015. According to a comparison of EOG scores from the 2014 and 2015 school year, Eastern Guilford Middle School's students made substantial gains in certain areas, grades, and subgroups. EGMS increased the percent of students that are college and career ready by 4 percentage points. Overall EGMS increased in proficiency by 2.2 percentage points in the area of reading. A closer review of the End of Grade data revealed that all subgroups showed growth in ELA. Our African American students and AIG students had the most growth, averaging 4.5 percentage points. A closer analysis of our data revealed that 6th grade ELA had a growth of 2.6 percentage points, moving from 40.1% to 42.7. 6th grade ELA grew in all subgroups except for LEP. 8th grade data showed growth in ELA by 11.2 percentage points, with a proficiency of 45.6%. Our 8th grade African American subgroup grew by roughly 13 percentage points. Further analysis of our math data revealed that 6th grade math had the greatest increase of 10.1 percentage points, moving from 36.6% to 46.7% proficient. The African American subgroup in 6th grade grew 13.4 percentage points. Our white students grew by 10 percentage points in 6th grade reading while our African American students grew 13.4 percentage points in the area of 6th grade math. Our African American students gained 12.9 percentage points on the 8th grade reading EOG. On the 8th grade science End of Grade test, Students with Disabilities increased proficiency by 11.5 percentage points.

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

Eastern Middle School has several areas for opportunity for growth. When comparing 2014 EOG results to 2015 results, we did not see an increase in math. There was a 0.5% decrease in mathematics. The data indicates substantial achievement gaps in both reading and math for various subgroups and white students in 7th and 8th grade math. There is a 6.7% point gap between white students and Hispanic students and 12.7% point decrease between white students and African American students in 7th grade math. The discrepancy for 8th grade math is not as large with only a 3.2% difference. However, our Advance math students decreased in proficiency by 16 percentage points. In addition to the achievement gap in math, there was a decreased in proficiency in 7th grade literacy, with a loss of 7.5 percentage points. Our African-American students make up 57% of our disciplinary incidents, according to our 2014-2015 disciplinary data. Of the students suspended, our African American males made up 35.7% of those suspensions while our White males made up 13.5%. It is clear that other strategies will need to be put in place to focus on this disparity.

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



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

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

**Priority Area 1:**

1B) Literacy

**Priority Area 2:**

2B) Disparity in Discipline

**Priority Area 3:**

3B) Math

**Priority Area 4:**

4B)

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 1</b>	1B) Literacy
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, the number of students who are proficient in reading will increase by 10% from 39.6% to 50% as measured by End of Grade Data.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016, the number of students who are proficient in reading will increase 8% from 41.8% to 50% as measured by End of Grade Data.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Increase the implementation of literacy strategies cross the curriculum.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will use common anticipatory activities to activate students' prior knowledge for each lesson.			\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will use vocabulary development strategies and techniques.			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will utilize word walls to help increase the use of vocabulary.			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will use achieve 3000 across all content areas.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to the standards.			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers incorporate writing regularly in all subjects for students to explain mastery of standards.			\$0.00	\$0.00	\$0.00	\$0.00
7) Administrators and instructional coaches will conduct classroom walk-throughs to check for questioning and writing based on GCS Instructional Framework focus.			\$0.00	\$0.00	\$0.00	\$0.00
8) Online programs will be purchased to enhance instruction in the classroom.	Title I		\$4,000.00	\$0.00	\$0.00	\$0.00
9) Leveled library books will be purchased to increase reading across the curriculum.	Title I		\$5,000.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
The school based literacy team consisting of the literacy coach, administration, and core teachers will lead bi-weekly Professional Development sessions for staff on implementing effective literacy strategies in all core subjects using "Improving Adolescent Literacy" book.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Administrators will provide training on GCS Instructional Framework Questioning and Writing focus.			\$0.00	\$0.00	\$0.00	\$0.00
EGMS administrative team will attend the ASCD conference on teaching excellence.	Title I		\$8,000.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be invited to attend a quarterly Curriculum Night focused on literacy strategies to be used at home led by the curriculum facilitator and lead teachers.	Title I		\$3,612.77	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #2

Teachers will participate in PLC's to analyze student data, share best practices and develop individualized plans for students lacking mastery of specific standards.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will meet weekly to work collaboratively to address areas of learning needs of students in the area of literacy.			\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will create agendas and effectively lead content specific PLCs while the instructional coaches and administrators serve as facilitators			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will analyze data collected from teacher created common assessments, Achieve 3000, AIMS Web and Interim assessments to determine areas of need of re-teaching which will be kept in a data notebook.			\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will create weekly common assessments that correlate with the standards being addressed and assessed on interim assessments.			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will review and/or create lesson plans to ensure that identified re-teaching strategies and interventions are implemented.			\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will review and un-pack Standards Maps to help guide lesson planning and instruction.			\$2,000.00	\$0.00	\$0.00	\$0.00
7) Administrators and Instructional Coaches will review weekly lesson plans, common assessments and data notebooks.			\$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) Literacy Coach will provide professional development on creating common assessments from September through May.			\$0.00	\$0.00	\$0.00	\$0.00
11) Literacy Coach will provide professional development on how to effectively use Schoolnet to assist in disaggregating data from common assessments, AIMS web, and interim assessments.			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parents will be invited to the annual Title I informational session led by the Guilford Parent Academy on information pertaining to Brainfuse on how it can assist students with homework tutorial.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

### IMPROVEMENT STRATEGY #3

Intervention and enrichment to meet the individualized needs of its 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 Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) ESL teachers will assist in identifying and enrolling ESL students into intervention blocks based on 2014-2015 EOG. ESL teachers will serve consultative students during this time.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Reading specialist will provide remediation to Tier II and III students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Students will be identified to be enrolled in Just Words as an encore class.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will disaggregate data from AIMSWeb and Interim Assesment to determine small group instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will implement small group instruction using a differentiated programs/apps for each group focusing on their area of need.	Title I		\$9,288.76	\$0.00	\$0.00	\$0.00
6) Teachers will use amplify tablets to assess students to determine growth in specific areas.			\$0.00	\$0.00	\$0.00	\$0.00
7) Literacy Coach and Reading Specialist will monitor student progress quarterly using Aimsweb and Interim Assessment data.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Adminstrators and Instructional coaches will conduct classroom walk-throughs to monitor intervention and enrichment groups.			\$0.00	\$0.00	\$0.00	\$0.00
9) Adminstrators, instructional coaches and teachers will maintain data notebooks.			\$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) Instructional coaches will provide teachers with AIMSWeb trainings first quarter and will provide on-going coaching throughout the year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Instructional coaches will provide staff development to teachers focusing on differentiated instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will participate in Report Card Pick-up during the 1st and 3rd quarter.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parents will be invited quarterly to conference with teachers concerning students' PEPs.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Aimsweb, Interim Assessments, EOG's, walk-through data, lesson plans						

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Increase in overall EOG proficiency, increased frequency of literacy strategies in teacher lesson plan, upwards trends in student Aimsweb data

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

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

Aimsweb data revealed that 57% of our students are in need of fluency interventions and progress monitoring. According to the first Interim Assessment, 6th grade is 39.71% proficient, 7th grade is 45.19% proficient, and 8th grade is 45.95% proficient. As we further disaggregated data for 6th grade, standard RL.6 and Craft and Structure were the lowest performing with proficiency lower than 35%. 7th grade averaged around 45% for all standards tested. Language had the highest proficiency for 6th and 7th grade however, it is an area of focus for 8th grade in addition to Intergration of knowledge and ideas.

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

EGMS showed more growth than the district at all grade levels in the overall interim test comparison. Mean scores at 6th grade grew 6.42%, 7th grade grew 4.60%, and 8th grade grew 8.41% from Interim 1 to Interim 2. 6th grade areas of focus identified from interim 1 were RL6 and Craft & Structure with both strands at less than 35% proficient. 6th grade Interim 2 data shows 11.40% growth in RL6 and 16.60% growth in Craft & Structure. 7th grade Interim 1 data averaged 45% for all strands tested. 7th grade Interim 2 shows 6.8% growth in RI7, 9.82% growth in Key Ideas & Details, and 5.13% growth in the Language strand. At 8th grade, the Language strand was the weakest area on Interim 1. 8th grade Interim 2 showed a 21.65% increase in this strand. Integration of Knowledge & Ideas was also identified as an area of focus for 8th grade based on interim 1 data. Although this strand showed negative growth at Eastern (-5.80), it was less negative growth than the district (-8.00). All grade levels demonstrated a weakness in the Intergration of Knowledge & Ideas Strand. All grade levels will continue to emphasize Informational text, Key Ideas and Details, and Craft and Structure. Additional priority areas of focus for each grade level are as follows: 6th grade – Language Strand. 7th grade – Craft & Structure, 8th grade - Craft & Structure

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

A review of the End of Grade data revealed that overall EGMS had a slight increase of 2.2 percentage points, moving from 40.1% to 42.7%. All subgroups showed growth in ELA. Our African American students and AIG students had the most growth, averaging 4.5 percentage points. A closer analysis of our data revealed that 6th grade ELA had a growth of 2.6 percentage points, moving from 40.1% to 42.7. 6th grade ELA grew in all subgroups except for LEP, as they regressed 2 percentage points. 7th grade ELA regressed by 7.5 percentage points, with the greatest impact on our white students with a drop of 14.4 percentage points. 8th grade data showed growth in ELA by 11.2 percentage points, with a proficiency of 45.6%. Our 8th grade African American subgroup grew by roughly 13 percentage points.

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

Aimsweb data revealed that 54% (Tier 2 and 3) of our students schoolwide are in need of fluency interventions and progress monitoring and 59% (Tier 2 and 3) are in need of comprehension, which is close to last year's data of 57%. In 6th grade, 62% of the students fell in Tier 2 and 3, 48% for 7th grade, and 51% for 8th grade for Curriculum Based Measurement (Fluency). The percentage of students that fell in Tier 2 and 3 for fluency is close to the same percentage of students that fell in Tier 2 and 3 for comprehension. In 6th grade, 63% of students fell in Tier 2 and 3, 7th grade 57%, and 8th grade 58%. Fluency and comprehension is clearly an area of focus for EGMS. When analyzing the Achieve 3000 data, students have increased their lexile levels in each grade since the implemented in September. 6th grade increased their lexile level from 552 to 570, 7th grade 592 to 657, and 8th grade 620 to 642 (on average). According to the EVAAS data, EGMS had an overall index of 1.1 (Blue) for reading. 6th grade had an index of 0.9 (Green), 7th grade -2.1 (Red), and 8th grade 4.7 (Blue).

*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?)*

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to the strategies already put in place, ELA will focus on the keys to content writing with an emphasis on the types of writing and the types of text features. The content writing will take place during Literacy PLCs twice amonth. In order to address the fluency component, EGMS implemented a timed paired reading. The readings will take place three times a week. A new passage will be given and students will be responsible for tracking their progress.

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

All core teachers, including EC teachers, will continue the Repeated Reading fluency intervention strategies three times per week. ESL teachers will push-in to core classes to provide additional support for LEP students. ELA teachers have added progress monitoring twice per month using Aimsweb for students performing below the fluency targets in order to assess the effectiveness of fluency interventions. ELA and social studies teachers will continue to develop common formative assessments during weekly PLCs and analyze assessment data (including subgroup performance data) to drive lesson planning and remediation. School-wide literacy PLCs continue bimonthly with a focus on text structure, building a common set of literacy strategies, and Keys to Content Writing in all content areas. ELA, social studies, and science teachers will use Achieve3000 (a differentiated online instruction resource) to improve students' reading in the content areas a total of three times per week. Team analysis of student interim data will determine the focus of these lessons. ELA teachers will analyze Student Performance Reports once per week to determine student progress.

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

## PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Teachers received training on Achieve 3000. Each Language Arts, Science, and Social Studies teachers were required to use Achieve 3000 at least once a week during this time period. ELA Teachers were responsible for analyzing their students' progress using this program. An additional training will be provided at the beginning of the 2015-16 school year to assist teachers with aligning articles to the curriculum. We will continue the book study with Improving Adolescent Literacy, implementing strategies learned in professional development. We will modify our current PLC structure to allow a more data driven environment. We will continue to support and ensure that teachers are aware of the grade level plans and progress towards goals. We will continue to focus on building quality common assessments, and grade level practices to ensure consistency across grade levels. The administrative team will train and work with teachers on the implementation of the instructional framework with a focus on questioning and writing.

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

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to the strategies already put in place, ELA will address the fluency component by implementing a timed paired reading. The readings will take place three times a week. A new passage will be given and students will be responsible for tracking their progress. Social studies and Science teachers will continue to use Achieve 3000 at least once a week. Teachers will also continue to utilize quick writes. 7th grade ELA teachers will continue to participate in Turnkey PD when offered by the district. In addition to the district PD, 7th grade teachers will participate in a book study reading When Kids Can't Read What Teachers Can Do.

*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.)



## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 2</b>	2B) Disparity in Discipline
<b>*SMART Goal</b>  <b>*S</b> pecific, <b>M</b> easurable, <b>A</b> ttainable, <b>R</b> esults-Oriented, <b>T</b> imebound	By June 2016, Eastern will reduce the disproportionality among white and African American students regarding OSS by 50%.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Eastern will reduce the suspension (OSS and ISS) number of African American male students from 35.7% to 17.8%.
<b>GCS 2016 Strategic Plan Alignment</b>	Area II: Character, Service and Safety

**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 a student check-in/check-out program

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Develop a policy for student check-in/check-out	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Counselors will communicate school policy and procedures to staff	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers, staff and administrators will refer students for check-in/check-out based on a criteria.			\$0.00	\$0.00	\$0.00	\$0.00
4) Pair up check-in/check-out students with a buddy.			\$0.00	\$0.00	\$0.00	\$0.00
5) Counselors will monitor student data based on targeted behavior rubric	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Continue to Identify students who are at-risk of academic failure and/or are engaging in disruptive or disorderly behavior.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Counselor and assistant principal will be responsible for proper implementation and monitoring of student Check-in/Check-out and provide overview during September Staff Meeting.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Identified staff members will be referred Champs training.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
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) Counselors will invite parents of students identified to participate in Check-in/out in September via letter and ConnectEd.	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
<b>IMPROVEMENT STRATEGY #2</b>						
Strategies to reduce repeat offenders.						
<b>Action Steps to Implement Improvement Strategy</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Hold re-entry meeting for all students suspended more than three consecutive days with counselors.			\$0.00	\$0.00	\$0.00	\$0.00
2) Provide a plan for transition back into the classroom in efforts of preventing future incidents.			\$0.00	\$0.00	\$0.00	\$0.00
3) Behavior Modification Class will have structured daily lessons plans to address character development and decision making.			\$0.00	\$0.00	\$0.00	\$0.00
4) Counselors will go into classes to educate students and staff regarding the process to notify school staff when they feel that someone is being bullied or if a student may be at-risk for committing a dangerous act.			\$0.00	\$0.00	\$0.00	\$0.00
5) Provide adult allies/mentors for students at-risk for multiple suspensions.			\$0.00	\$0.00	\$0.00	\$0.00
6) Students will be identified to participate in Eastern's partnership with Ashton Place for service learning.			\$0.00	\$0.00	\$0.00	\$0.00
7) Meetings held with parents of students that have consistent behaviors that impede teaching and learning			\$0.00	\$0.00	\$0.00	\$0.00
8) Male students will be invited to participate in Man-Up mentoring program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Administrators will utilize a progressive discipline chart to support equity in rendering consequences			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
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 receive diversity training utilizing resources from GCS diversity office throughout the school year.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Counselors will educate parents regarding the process to notify school staff when they feel that someone is being bullied or if a student may be at-risk for committing a dangerous act in November.			\$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						
Examine discipline data to make informed decisions.						
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) Leadership will meet each month to review data.			\$0.00	\$0.00	\$0.00	\$0.00
2) Administrative team will review student discipline data on a weekly basis for trends in incidents, locations and times.			\$0.00	\$0.00	\$0.00	\$0.00
3) Administrators will identify staff members with high referral rates and identify resources and/or strategies to address student and staff needs weekly.			\$0.00	\$0.00	\$0.00	\$0.00
4) Administrators will develop incentives to be given to students based on successful implementation of expectations weekly, monthly and quarterly.			\$0.00	\$0.00	\$0.00	\$0.00
5) According to data needs, administration will make appropriate changes			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Administrators will provide monthly updates about discipline to staff during faculty meetings.			\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Teachers will invite parents to be part of Eastern's monthly and quarterly incentives.	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
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						
Discipline referrals and classroom walkthroughs						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
strategies to reduce repeat offenders.						
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>						
<i>Review 1 - 2014-15 (Based on results evidenced August through November, how/should strategies be changed?)</i>						
According to PowerSchool, EGMS had a total of 84 in-school and out of school suspensions. Of those suspensions, 28 were assigned to African American males. The number of AA males suspended, steadily increased monthly from September to November while the number of White males maintained the same. The Hispanic males decreased over the past three months. Of the 28 incidents for AA males, 7 students were repeat offenders while our white males had 3. The most repeated offense amongst our AA males was aggressive behavior.						
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>						
According to PowerSchool, EGMS had a total of 123 in-school and out of school suspensions. Suspensions increased since the last sip review, however each month the number of suspensions decreased slightly. Of those suspensions, 54 were assigned to African American males, making up 37% of the suspensions. This was an increase of 10.2% since the first sip review. The number of Hispanic students suspended made up 17% of the total suspensions. The number of AA males suspended, increased slightly each month from December to February, with Aggressive Behavior and Disrespect as the top offenses. 8th grade had the highest number of Hispanic suspensions, with skipping as the number one offense. Of the total suspensions, 7 of the suspension for AA males were repeat offenders and 13 Hispanic males were repeat offenders, making up 16% of the total suspensions.						
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>						
The data from PowerSchool revealed that EGMS had a total of 383 in-school and out of school suspensions for the 2014-2015 school year. Of those suspensions, our African American males made up 35.7% of the suspensions. From March to May, our African American males made up 31.5% of our suspensions, which was a decrease of 10.8 percentage points when compared to December to February. Of the total African American males suspended, 36 of them were repeat offenders. The top offensives continue to be Aggressive Behavior and Disrespect. Our Hispanic male students made up 15.7% of the total suspension for this school year, while our White males made up 13.6%. We are continuing to see a disparity amongst our males.						
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>						

## PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

According to PowerSchool, EGMS has a total of 152 in-school and out of school suspensions. This was a 44.7% increase in suspension in comparison to this time last school year. Suspension averaged 50 per month for September to November. The males at EGMS made up 75% (114 referrals) of all suspensions this quarter. Of the 75% of males suspended, 18.4% of the students were repeat offenders. Our African America males made up 65.8% of the males suspended while our White males made up 18.4%. 20% of the AA males suspended were repeat offenders. The most repeated offenses amongst our AA males were fighting and aggressive behavior.

*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?)*

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to those strategies, our repeat offenders for our AA males will be invited to participate in our Man Up program. EGMS will implement after school detention in efforts to decrease ISS and OSS as well.

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

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to those strategies, our AA males will continue to be invited to participate in our Man Up program. In effort to reduce the number of ISS and OSS of our Hispanic students in 8th grade, Wise Guys was implemented. EGMS will implement a No Referral Celebration, which will be held once a month for students that did not receive any referrals.

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

EGMS will continue to implement strategies from the school improvement plan. In addition to those strategies, counselors will meet with repeat offenders and students returning from out of school suspensions. The counselors will oversee the check-in/check-out progress for the 2015-2016 school year. A teacher/student mentoring group (CHAMPS) will be implemented at the beginning of the school year, in hopes of building relationships early in an effort to decrease suspensions.

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

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to those strategies, all AA males and repeat offenders were and will continue be invited to participate in our Man Up program. EGMS will implement after school detention in efforts to decrease ISS and OSS as well.

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

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

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

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

<b>Priority Area 3</b>	3B) Math
<b>*SMART Goal</b>  <b>*Specific, Measurable, Attainable, Results-Oriented, Timebound</b>	By 2016, Eastern will increase the number of proficient students in math by 10% from 36% proficient to 46% proficient as measured by End of Grade tests.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By 2016, Eastern will increase the number of proficient students in math by 10% from 35.5% proficient to 46% proficient as measured by End of Grade tests.
<b>GCS 2016 Strategic Plan Alignment</b>	Area I: Personalized Learning

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

### IMPROVEMENT STRATEGY #1

Small group instruction designed from the use of data to address deficiencies in math.

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) Think Through Math will be utilize to enhance opportunities for students to grow in math while participating in math class.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will disaggregate data from common assessments, AIMSWeb and Interim Assesments to determine groups and areas of weakness.			\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will create small groups during their core instruction that will focus on standards and skills that were determined to be an area of weakness for students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) During small group instruction, each teacher will personally work with one of the small groups.			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will utilize material from NC DPI website when writing lesson plans.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Adiminstrators and Instructional coaches will conduct classroom walk-throughs to monitor small group instruction.			\$0.00	\$0.00	\$0.00	\$0.00
7) Students will be selected and enrolled in math impact using End-of-Grade math scores.			\$0.00	\$0.00	\$0.00	\$0.00
8) Extended learning will be established to work with students identified for remediation in math.			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES						
9)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
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) Math teachers will participate in monthly Teaching and Learning sessions throughout the school year.			\$0.00	\$0.00	\$0.00	\$0.00
11) Administrators will attend district wide professional developemnt focusing on instructional framework.			\$0.00	\$0.00	\$0.00	\$0.00
12) The regional AG coach and math coach will provide teachers with training on how to best meet the needs of the academic gifted students.			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
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) Teachers will send home assessment updates quarterly with interim reports informing parents of student's areas of strengths and weaknesses.	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
<b>IMPROVEMENT STRATEGY #2</b>						
Teachers will participate in PLCs to analyze student data, share best practices and develop individualized plans for students lacking mastery of specific standards.						
<b>Action Steps to Implement Improvement Strategy</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will meet weekly to work collaboratively to address areas of learning needs of students in the area of math.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will create agendas and effectively lead content specific PLCs while the instructional coaches and administrators serve as facilitators.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

3) Teachers will analyze data collected from teacher created common assessments, AIMS Web and Interim assessments to determine areas of need of re-teaching which will be kept in a data notebook.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will create weekly common assessments that correlate with the standards being addressed and assessed on interim assessments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will review and/or create lesson plans to ensure that identified re-teaching strategies and interventions are implemented.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Teachers will review standard maps to help guide instruction.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will intentionally plan and ask appropriate leveled questions directly aligned to standards.	Extended Learning		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will incorporate writing regularly in all subjects for students to explain mastery of standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Budgeted to Support Action Step</b>			
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) Math Coach will provide professional development on creating common assessments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Math Coach will provide professional development on how to effectively use Schoolnet to assist in disaggregating data from common assessments and interim assessments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Administrators will provide training on GCS Instructional Framework with a focus on Questioning and Writing.			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will be invited to attend a quarterly Curriculum Night focused on math strategies to be used at home led by the curriculum facilitator and teacher leaders.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
<b>IMPROVEMENT STRATEGY #3</b>						
Teachers will personalize learning in order to meet students where they are to increase student achievement.						
<b>Action Steps to Implement Improvement Strategy</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			



## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Teachers will use amplify tablets to assess students to determine growth in specific areas.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will implement small group instruction using a differentiated programs/apps for each group focusing on their area of need.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Weekly classroom walk-thoughts with provided feedback will be conducted by Administrators and instructional coaches to check for questioning and writing based on GCS Instructional Framework in all content areas.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will activate student's prior knowledge to all new instruction.			\$0.00	\$0.00	\$0.00	\$0.00
5) EGMS administrative team will attend the ASCD conference on teaching excellence.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Light bulbs will be purchased for projectors to enhance instruction.	Title I		\$4,000.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Professional Development</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>	<b>Improvement Plans (drop down menu)</b>	<b>Other (Specify)</b>	<b>Title I</b>	<b>Title I State Priority</b>	<b>Title I State Focus</b>	<b>Magnet</b>
10) Teachers will continue to receive training from the PACE facilitator on how to utilize and implement the Amplify Tablet.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Instructional coaches and teacher leaders will train teachers on how to differentiate instruction using choice boards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
<b>Action Steps to Implement Associated Parental Involvement</b>	<b>Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")</b>		<b>Supplemental Title I or Magnet Funding Allocated to Support Action Step</b>			
<b>Identify parental involvement activities, providers, and the dates activities will begin and end.</b>	<b>Improvement Plans (drop down menu)</b>	<b>Other (Specify)</b>	<b>Title I</b>	<b>Title I State Priority</b>	<b>Title I State Focus</b>	<b>Magnet</b>
13) Parents will be invited to attend a walk the schedule night, where parents will be able to participate in a lesson using their student's Amplify tablet.	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
<b>CHECK:</b> School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>						

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Common assessments, Aims Web, interim assessments, and End of Grade test

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

Increase in overall EOG proficiency, upwards trends in student Aimsweb data, increased frequency of differentiated instructional strategies in teacher lesson plans

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

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

Aimsweb data revealed that approximately 60% of the students need additional focus in math applications and concepts (Problem Solving). However, 63% of the students are proficient with math computations. According to the first Interim Assessment, 6th grade was 33.6% proficient, 7th grade was 29.9% proficient, and 8th grade 41.25% proficient on the standards taught during first quarter. All three grades averaged around 30% proficiency with Equations and Expressions (EE), which was a heavily tested area. Ratios and Proportional Relationships is an area of focus for both 6th and 7th grade.

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

The winter Aimsweb benchmark data revealed that approximately 62% of the students continue to need additional help in math applications and concepts (Problem Solving). There has been a 12% decrease with math computation with 51% of the students being proficient on the fall Aimsweb benchmark. According to the second Interim Assessment, 6th grade had a mean score of 46.7%, which was an increase of 14.5% when compared to the standards taught on IA 1. 7th grade had a mean score of 29.9% which was a 3.34% increase when compared to the standards on IA 1. 8th grade had a mean score of 31.35% which was a 2.49% increase when compared to the standards taught on IA 1. Areas of strength for 6th grade were The Number System and Expressions/Equations and area of focus is Ratios/Proportions. Area of strength for 7th grade was Geometry, however all standards will need to be reviewed in 7th grade math. An area of strength for 8th was Geometry with an area of focus on The Number System and Expressions/Equations. Math 1 increased with a 14.62% with a mean score of 54.3% score on IA2.

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

The End of Grade assessment showed that overall EGMS for the most part remained the same, moving from 36.0% to 35.5% proficient. Our white subgroup was the only one to show growth, with an increase of 2.2 percentage points. A closer analysis of our data revealed that 6th grade math had the greatest increase of 10.1 percentage points, moving from 36.6% to 46.7% proficient. The African American subgroup in 6th grade grew 13.4 percentage points. Our 7th grade math revealed a drop in proficiency by 9 percentage points, moving from 41.8% to 32.7% proficient. 7th grade's African American students and students with disabilities regressed the most with  $\pm$  13 percentage points. The data for 8th grade math revealed a decrease in proficiency by 2.3 percentage points. Our 8th grade AIG subgroup regressed the greatest with a decrease of 16 percentage points.

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

Aimsweb data revealed that schoolwide approximately 60% of the students need additional focus in math applications and concepts (Problem Solving-Tier 2 and 3), which is consistent with last year's data. In 6th grade 63% of the students fell in Tier 2 and 3, 7th grade 60%, and 8th grade 57%. However, math computation is a strong area for our students with about 60% of the students being proficient. In 6th grade 55% of the students fell in Tier 1, 7th grade 71%, and 8th grade 51%. According to EVAAS data, EGMS' index for math was -1.0 (Red). 6th grade index was 1.1 (Green), 7th grade -2.1 (Red), and 8th -1.9 (Red).

*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?)*

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to the school improvement plan strategies, teachers developed and implement a universal problems solving technique. Students will use a Understand Plan Solve (UPS) template on their tablets when solving word problems. Teachers will continue to spiral word problems with a focus on ratios and proportional relationships. Level 1 and 2 students that are scheduled for Math Impact were required to participate in Think Through Math to increase proficiency in mathematics with a focus on problem solving. In order to address areas of concern for Math I, teachers will attend Teaching and Learning specifically for Math I.

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

EGMS will continue to implement the strategies put in place for the school improvement plan and the additional strategies stated in Review 1. Teachers will continue to progress monitor (Aimsweb) every two weeks to assess interventions implemented in the classroom. Teachers will place similar questions most missed on Interim 2 on the weekly Math Focus. Each grade level is in the process of developing review plans for the final end of year assessment. Teachers have been trained on Schoolnet and will use item banks of questions on common assessments. A reemphasis will be placed on using the standard maps and unpacked documents when developing common assessments. Teachers have been given a hard copy of the NCDPI Toolkit.

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

## PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Teachers will continue to implement the strategies in the school improvement plan with more focus on our PLCs. Math teachers will receive additional training from Curriculum and Instruction on how to effectively unpack standards. The administration and the math coach will work with teachers during PLCs with analyzing data, creating common assessments, and personalizing instruction for their students. Teachers will continue to receive training on Schoolnet by the math coach. We will continue to focus on building quality common assessments, and grade level practices to ensure consistency across grade levels. The administrative team will train and work with teachers on the implementation of the instructional framework with a focus on questioning and writing.

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

EGMS will continue to implement the strategies put in place for the school improvement plan. In addition to the school improvement plan strategies, teachers developed and implement a universal problems solving technique. Students will use Understand Plan Solve (UPS) template on their tablets when solving word problems. Teachers are also utilizing Polya Problem Solving graphic organizer to assist students with deciphering word problems. Monday – Thursday, math focus will focus word problems. All students are working on Think Through Math every Friday as their warm up. Teachers are identifying students to participate in after school tutorial on Wednesdays and Thursdays. 6th grade teachers will continue to participate in Turnkey PD when offered. In addition to district PD, 6th grade teachers will participate in a book study with the book The 5 Practices Of Orchestrating Productive Math Discussions

*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.)

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**Eastern Guilford Middle**

**School Number: 460**

**School Address:**

435 Peeden Dr., Gibsonville, NC 27249

**Principal:**

Christopher Tolliver

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Darrell Harris	Annually	2/2/14; 3/2/15; 5/4/15; 9/4/15, 12/4/15, 3/4/16
Pre-Crisis Checklist	Darrell Harris	Annually	8/21/2014; 8/14/15
After Hours Emergency Contact List	Wendy Cottingham	Annually	8/21/2014; 8/14/15
Register Principal for Sex-Offender Registry Notifications	Christopher Tolliver	Annually	7/31/2014; 7/31/15
Diabetic Training for Staff	Suzzy Tucker	Annually	8/21/2014; 8/20/15
Distribute/Explain Crisis Plan to Staff	Darrell Harris	Annually	8/21/2014; 8/20/15
Distribute/Explain Code of Conduct	Darrell Harris	Annually	8/21/2014; 8/20/15
Tornado Drill	Darrell Harris	Annually	3/9/2015; 3/2/15
Conduct Student Safety Perception Survey	Jimmy Buchanan	Annually	11/3/2014; 4/6/16
Train staff on Emergency Notification Network deployment	Darrell Harris	Annually	8/21/2014; 8/20/15
Lock-down Drills	George Graves	Bi-Annually	10/6/2014; 2/9/2015; 9/14/15, 1/15/16
Safety Inspection	Wendy Cottingham	Bi-Annually	9/8/2014; 1/12/2015; 9/15/15, 1/14/16
Alternate Route Fire Drill	Darrell Harris	Bi-Annually	12/17/2014; 4/20/2015; 12/17/15, 3/22/16
Playground Inspection	N/A	Bi-Annually	N/A
Fire Drill / Sanitation Inspection	Wendy Cottingham	Monthly	11/18/2014; 12/17/2014; 1/16/2015; 2/19/2015; 3/20/2015; 4/20/2015; 5/18/2015; 6/22/2015; 8/18/15, 9/17/15, 10/16/15, 11/16/15, 12/16/15,
Fire Extinguishers Inspection	Wendy Cottingham	Monthly	8/18/2014; 9/16/2014; 10/17/2014; 11/18/2014; 12/17/2014; 1/16/2015; 2/19/2015; 3/20/2015; 4/20/2015; 5/18/2015; 6/22/2015; 8/18/15, 9/17/15,
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Darrell Harris	Monthly	3/4/15; 4/3/15; 5/6/15; 6/12/15; 10/5/15, 11/5/15, 12/4/15, 1/5/16, 2/5/16, 3/4/16, 4/5/16, 5/5/16, 6/9/16
Automated External Defibrillator (AED) Inspection	Wendy Cottingham	Monthly	11/10/2014; 12/11/2014; 1/9/2015; 2/11/2015; 3/11/2015; 4/13/2015; 5/11/2015; 6/10/2015; 8/18/15, 9/17/15, 10/16/15, 11/16/15, 12/16/15,
Discipline Incidents in PowerSchool	Admin Team	Ongoing	
Volunteer Background Checks	Sandy Primm	Ongoing	
Monitor Visitor Check-In	Sandy Primm	Ongoing	
Monitor Arrival and Dismissal of Students	Sandy Primm	Ongoing	
Monitor Sex Offender Registry	Christopher Tolliver	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Christopher Tolliver	Ongoing	

## 2014-16 SCHOOL SAFETY CHECKLIST


## RESOURCE MATERIALS

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

**EASTERN GUILFORD MIDDLE-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	69,960.00		28,000.00	41,960.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	1,857.80		80.00	1,777.80
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	1,500.00		0.00	1,500.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	9,222.00		3,480.00	5,742.00
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	6,314.29		2,414.36	3,899.93
PAYROLL - RETIREMENT 5330	3-5330-050-221	12,043.59		4,822.72	7,220.87
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	10,756.00		0.00	10,756.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	8,000.00	0.00	0.00	8,000.00
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	566.31	0.00	0.00	566.31
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	11,674.01	0.00	1,600.00	10,074.01
LIBRARY BOOKS	3-5330-050-414	5,000.00	0.00	4,975.49	24.51
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	4,000.00	0.00	3,998.37	1.63
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDERCAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	0.00	0.00	0.00	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	3,612.77	2,268.44	1,281.00	63.33
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	144,506.77	2,268.44	50,651.94	91,586.39
					91,586.39
PAYROLL TOTALS	44	111,653.68	0.00	38,797.08	72,856.60
NON-PAYROLL TOTALS	20	32,853.09	2,268.44	11,854.86	18,729.79
TOTAL	64	144,506.77	2,268.44	50,651.94	91,586.39