



Low Performing School Addendum

School Location: McLeansville Elementary

- Goal 1: By June 2016, we will increase the percentage of students considered proficient in 2nd grade by 20% from 68% to 86% on DIBELS composite and TRC. We will also increase proficiency on the Reading EOG in grades 3-5 from 41.1% to 60%.
- Goal 2: BY June 2016, we will decrease the achievement gap between 3rd-5th grade African American students and white students from 14.9% to 8% or less in reading and from 10.5% to 5% or less in math as measured on state EOGs.

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

School Name	McLeansville Elementary	School Number	461
School Address	5315 Frieden's Church Rd., McLeansville, NC 27301		
Principal	Shervawn Sockwell		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	9.22.15		
Date of Last Review/Update	8.21.15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

McLeansville Elementary School will challenge children of all abilities to achieve excellence in academics, character development, and social awareness that will equip students to be college and career ready.

Mission Statement

The mission of McLeansville Elementary School is to be a community of learners in which all members use their minds well and care about one another. We respect the individual needs of all children and recognize that all children need to succeed. We strive to have our students, parents, and community engaged in the learning our of students in order to become active and responsible citizens of our world.

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	Shervawn Sockwell		
Curriculum Facilitator	Marie Glover		2014-2016
Instructional Staff Representative	Mary Buckhalter	21-Aug-15	2015-2016 & 2016-2017
Instructional Support Staff Representative	Barbara Swank	5/14/2014	2014-2015 & 2015-2016
Teacher Assistant Representative	Chelle Bundy	5/14/2014	2014-2015 & 2015-2016
Parent Representative	Dan Lee	8/21/2015	2015-16
Parent Representative	Haley Grayson	8/21/2015	2015-16
Parent Representative	Christine Bunton	8/21/2015	2015-16
Instructional Staff Representative	Myra Massey	5/14/2014	2013-2014 & 2014-2015
Instructional Staff Representative	Joyce Ferrell	5/14/2014	2013-2014 & 2014-2015
Instructional Staff Representative	Laurie Gibson	5/14/2014	2014-2015 & 2015-2016
Instructional Support Staff Representative	Kelly Medley	5/14/2014	2014-2015 & 2015-2016
Instructional Staff Representative	Annabelle Jones	8/20/2015	2015-16 & 2016-17

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

Guilford County Schools Strategic Plan 2016

School Targets - End of Grade Scores

410461

McLeansville 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	41.0	46.9	52.8	58.7	64.6	70.5
AMERICAN INDIAN						
ASIAN						
BLACK	38.5	44.7	50.8	57.0	63.1	69.3
HISPANIC	28.9	36.0	43.1	50.2	57.3	64.5
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	49.3	54.4	59.4	64.5	69.6	74.7
EDS	35.0	41.5	48.0	54.5	61.0	67.5
LEP	12.9	21.6	30.3	39.0	47.7	56.5
SWD	10.5	19.5	28.4	37.4	46.3	55.3
AIG	89.7	90.7	91.8	92.8	93.8	94.9
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	45.4	50.9	56.3	61.8	67.2	72.7
AMERICAN INDIAN						
ASIAN						
BLACK	46.2	51.6	57.0	62.3	67.7	73.1
HISPANIC	40.0	46.0	52.0	58.0	64.0	70.0
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	47.9	53.1	58.3	63.5	68.7	74.0
EDS	40.1	46.1	52.1	58.1	64.1	70.1
LEP	29.0	36.1	43.2	50.3	57.4	64.5
SWD	15.8	24.2	32.6	41.1	49.5	57.9
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	45.1	50.6	56.1	61.6	67.1	72.6
AMERICAN INDIAN						
ASIAN						
BLACK	37.5	43.8	50.0	56.3	62.5	68.8
HISPANIC	23.1	30.8	38.5	46.2	53.9	61.6
2 OR MORE RACES						
WHITE	62.5	66.3	70.0	73.8	77.5	81.3
EDS	39.6	45.6	51.7	57.7	63.8	69.8
LEP	5.0	14.5	24.0	33.5	43.0	52.5
SWD	37.5	43.8	50.0	56.3	62.5	68.8
AIG	95.0	95.5	96.0	96.5	97.0	97.5

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

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

During the 2014-2015 school years, McLeansville continued to focus efforts on improving instructional strategies used daily in literacy and math. Teachers were involved in professional development with the goal of increasing active student engagement in all content areas while increasing student to teacher and student to student relationships. Teachers and students were trained in Kagan structures for cooperative learning and engagement with teachers being held accountable for incorporating at least 1 team building activity and 2 class building activities into their weekly lessons. There was a continued focus on teachers collecting student data and working together in grade levels to analyze the data. During the past year teachers also began to teach students how to collect data, analyze their data, and then go a step further to explain their data to their parents and other adults.

Upon the analysis of various preliminary data points for McLeansville Elementary, there are many strengths to highlight, particularly in K-2 literacy. In the area of reading as measured by the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments, K-2nd grade students met their goal for above typical growth of proficiency by the end of the year (EOY) with all groups being at or above 75% proficient in DIBELS. This can be attributed to the implementation of the district adopted system for phonics instruction, Foundations and Daily 5 Literacy Framework. The students in 5th grade experienced a 9 point proficiency gain from 4th grade EOGs to 5th grade EOGs. African American students in 5th grade also out performed their white student counterparts in reading while the Hispanic students in 5th grade out performed their white counterparts in math. In 3rd- 5th grade we continue to show a sizeable gap between the proficiency in math and reading even with the decrease in overall proficiency among the cohort of students during the 2014-15 school year.

During the 2014-15 school year African American students performed higher than their white counter parts in 3rd and 5th grade reading (3rd- AA 47.4% & W-35.5%; 5th- AA- 42.9% & W- 31.6%) with African American students scoring 44.4% proficient overall and white students scoring 41.7% overall in 3rd-5th grade reading. With approximately 60 % of our students in 3rd- 5th grade still not scoring proficient in reading on the EOGs we continue have a CORE reading instruction issue that must be addressed and new strategies to engage reluctant readers must be implemented. While our students with disabilities continue to fall way behind in proficiency we did see a slight growth among the cohorts from 3rd to 4th (26.7% to 30.0%) and 4th to 5th (5.6% to 6%) in reading. Another alarming data point in reading from both the 2013-2014 & 2014-2015 school year is the percentage of AIG students in 5th grade who were considered proficient on the reading EOGs. The 5th grade AIG subgroup had a proficiency rate of 78.6 % during the 2013-2014 school year and 85.7% during the 2014-15 school year. All data points listed for EOG results are based on preliminary data.

Overall in math, we saw a decrease in overall student proficiency this school year in grades 3-5. While we saw growth when looking at individual students from one year to the next when looking at the overall composite there is great growth to be made during the 2015-16 school year in order to meet the SMART goal targets.

During the 2014-15 school year African American students performed higher than their white counter parts in 3rd and 5th grade reading (3rd- AA 47.4% & W-35.5%; 5th- AA- 42.9% & W- 31.6%) with African American students scoring 44.4% proficient overall and white students scoring 41.7% overall in 3rd-5th grade reading. However their is still an achievement gap in math. With approximately 60 % of our students in 3rd- 5th grade still not scoring as proficient in reading on the EOGs we have a CORE reading instruction issue that must be addressed and new strategies to engage reluctant readers must be implemented. While our students with disabilities continue to fall way behind in proficiency we did see a slight growth among the cohorts from 3rd to 4th (26.7% to 30.0%) and 4th to 5th (5.6% to 6%) in reading. Another alarming data point in reading from both the 2013-2014 & 2014-2015 school year is the percentage of AIG students in 5th grade who were considered proficient on the reading EOGs. The 5th grade AIG subgroup had a proficiency rate of 78.6 % during the 2013-2014 school year and 85.7% during the 2014-15 school year. All data points listed for EOG results are based on preliminary data.

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

While we have made gains in math and science over the past couple of years our cohort of students 3-5 are still significantly behind in core content areas. While we are beginning to see steady growth among our K-2 students in the area of decoding and word skills as measured on DIBELS it is important that we continue to place increased focus on students in 3rd-5th grade in the area of foundational reading skills in order to continue to fill in the gaps of knowledge from previous years. The continued instruction of foundations in K-3rd grade and Just Words for 4th-5th grade students will increase the proficiency for students in DIBELS and Reading Fluency. In 3rd- 5th grade we continue to show a sizeable gap between the proficiency in math and reading even with the decrease in overall proficiency among the cohort of students during the 2014-15 school year. During the 2014-15 school year African American students performed higher than their white counter parts in 3rd and 5th grade reading (3rd- AA 47.4% & W-35.5%; 5th- AA- 42.9% & W- 31.6%) with African American students scoring 44.4% proficient overall and white students scoring 41.7% overall in 3rd-5th grade reading. However their is still an achievement gap in math. With approximately 60 % of our students in 3rd- 5th grade still not scoring as proficient in reading on the EOGs we have a CORE reading instruction issue that must be addressed and new strategies to engage reluctant readers must be implemented. While our students with disabilities continue to fall way behind in proficiency we did see a slight growth among the cohorts from 3rd to 4th (26.7% to 30.0%) and 4th to 5th (5.6% to 6%) in reading. Another alarming data point in reading from both the 2013-2014 & 2014-2015 school year is the percentage of AIG students in 5th grade who were considered proficient on the reading EOGs. The 5th grade AIG subgroup had a proficiency rate of 78.6 % during the 2013-2014 school year and 85.7% during the 2014-15 school year. All data points listed for EOG results are based on preliminary data.

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

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

Going forward, it will be important to monitor reading progress more closely throughout the school year and provide additional intervention strategies and support to students. During the 2015-16 school year it is imperative that we become more focused on making sure that ALL teachers fully understand the standards (what they are asking the students to know, understand and be able to do), increase the level of questioning to nothing below level 3 or 4 (for the majority of questions) and implementing writing instruction into all subject areas (CORE and Specialist). During the 2014-15 school year we used a classroom visits were completed with various focuses from various groups depending on who the individuals were visiting the classroom, for the 2015-16 school year feedback will be provided using the instructional framework classroom visit instrument in order to provide a clear focus for teachers with the questions they ask being recorded for collaborative discussion during PLCs.

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) Disproportionality between African American Students and White Students

Priority Area 3:

3B)

Priority Area 4:

4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, we will increase the percentage of students consider proficient in 2nd grade by 20% from 68% to 86% on DIBELS & TRC composite and will also increase student proficiency on the Reading EOG in grades 3-5 from 41.3% to 60%.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, we will increase student proficiency in 2nd grade on DIBELS &TRC composite from by 10% from 68% to 78% and 3rd-5th grade student proficiency on the Reading EOG from 41.3% to 52%.
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

Teachers will intentionally plan and ask appropriate leveled questions directly aligned to Common Core and NC State 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) Implementation of Depth of Knowledge question levels for "I Can" statements and activities used in daily instruction in all subject areas. (Core and Specialist)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2)Teachers intentionally plan for questions in daily lesson plans prior to conducting a lesson in order to promote higher order thinking and application of knowledge for all students. Questions will be listed in lesson plans each week.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Implementation of Daily 5 literacy stations during guided reading blocks to provide structure and consistent focus on literacy across the school. Monitored by principal, curriculum facilitator and mission possible specialist.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Administration and curriculum facilitator will complete daily walk troughs with at least 2 per month focused solely on collecting the questions asked during the classroom visit. The questions will be shared with the teachers and discussed during collaborative planning.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5)Teachers will take part in "Teachers Observing Teachers" throughout the school year to provide constructive feedback focused on higher order questioning in all content areas. Schedule will be set up by principal and curriculum facilitator.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Teachers will be provided a flip chart of possible Depth of Knowledge activities and questions for each level for use when planning and conducting collaborative discussions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I					

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

9)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Training will be provided to teachers and teacher assistants on the early release day in September on Depth of Knowledge questions and activities.	Title I		\$200.00	\$0.00	\$0.00	\$0.00
All staff will be trained on the GCS Instructional Framework using the provided informatino and powerpoint from the curriculum and instruction department in order to create fidelity across the district. Training will take place on August 20, 2015.	Title I		\$200.00	\$0.00	\$0.00	\$0.00
Teachers will share activities they are using in class with their collaborative teams to discuss where the activities and questions to determine their DOK level.	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 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) Family Literacy Night to provide information on word study components and ways to help increase reading comprehension at home. Family Literacy Night will be held on September 22, 2015.	Title I		\$400.00	\$0.00	\$0.00	\$0.00
14) Monthly Literacy Tips in School Newsletter to Parents in both English and Spanish. Interpreter will ensure that all correspondence to home is available in their primary language.	Title I		\$200.00	\$0.00	\$0.00	\$0.00
15) Provide parent workshops throughout the year to Spanish speaking families in native language to help increase literacy skills of family members. Include in the trainings opportunities for parents to learn English in order to provide greater comfort for parents in reading at home and participating in school activities. Led by ESL teacher and interpreter once every other month beginning in September. INITIAL BUDGET LOAD	Title I		\$400.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Increase the focus on the use of data to inform instruction and increase student achievement in literacy.

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) Use teacher data notebooks to track student growth, plan appropriate instruction, and evaluate the effectiveness of instructional strategies and interventions. Monitored by Principal and Curriculum Facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Monitor the effective implementation of English Language Arts (ELA) core curriculum through the use of a school wide data wall to track student progress. Data points will include DIBELS benchmarks and progress monitoring, TRC benchmarks, CCSS Assessments, and writing benchmarks. Led by the Principal, Curriculum Facilitator, Instructional Specialist and Mission Possible Specialist.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Schedule data review sessions - weekly within grade levels, twice monthly for the Data Team, once per month for the School Improvement Team (SIT) - to identify trends, monitor progress, and seek corrective action to sustain continuous student growth. Led by Principal and Curriculum Facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Use student data notebooks to help students set goals and track their own growth in order to increase student empowerment and motivation. Monitored by Principal and Curriculum Facilitator.	Title I		\$915.88	\$0.00	\$0.00	\$0.00
5) 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 im	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Develop a flexible intervention schedule for small group instruction during the school day and for after school tutoring sessions that will provide targeted strategies for students who need additional support to reach grade level expectations. Teachers and impact teachers will deliver intervention instruction during and after school. Monitored by Principal, Curriculum Facilitator, Data Teams, and Mission Possible Teacher Leader. Extended Learning costs through local instructional funds.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Create schoolwide expectations for the creation and use of student data notebooks, for communicating grade level goals with parents, for conducting student led conferences, and for recognizing student success. Monitored by Principal and Curriculum Facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) PLC meetings will be held weekly with principal, curriculum facilitator and mission possible specialist. During PLCs teachers will focus on analyzing data, creating rubrics and common formative assessments. Discussions will focus on utilizing data to plan individualized and differentiated instruction for all students. Teacher data notebooks will be brought to all PLCs and become apart of all data discussions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) K-3 MOY Intervention Plans for students are below benchmark on DIBELS will be written by teachers and the development of PEP for struggling students based on data will be created and monitored for fidelity of interventions. Intervention and PEP plans will be used as documents in the Tier II and Tier III process with MTSS. Data collected during implementation of intervention plans will be used for monitoring student growth and continued needs. All intervention plans will be monitored by principal and curriculum facilitator. Monthly meetings will take place the 4th Thursday of each month in order to help with creation, data clection and data analysis of interventions in order to ensure fidelity of interventions.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10 Conduct Data Literacy/Data Team Training with teachers to provide greater understanding of how to create assessments that address what we say they address, ways to analyze date for instructional improvement and the various forms of data that can be used to inform them about students. Training will begin in September at weekly PLC meetings and the monthly data and intervention plan meeting with classroom teachers. Training will be led by principal, school psychologist and curriculum facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

11) Review the requirements and process for developing Personalized Education Plans, referral to the Intervention Support Team, introduce steps of Multi-Tiered System of Support (MTSS), and access to other services as needed. Training to begin by September 1 and to continue throughout the year. Led by Principal, Curriculum Facilitator, School Counselor and School Social Worker.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Deliver additional training to teacher leaders on the SIT and Data Teams to analyze and review classroom, grade level, and school wide data in order to identify trends, monitor progress, and seek a corrective action to sustain continuous school improvement. Led by Principal and Curriculum Facilitator. Beginning September 30 and continuing throughout the year. Funds used to pay substitutes needed for training.	Focus		\$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) Schedule student led conferences following the first and third grading period to review individual student progress toward goals and to develop action plans as needed to reach those goals. Monitored by Principal and Curriculum Facilitator.	Title I		\$300.00	\$0.00	\$0.00	\$0.00
14) Provide written and spoken communication in English, Spanish, and other native languages as needed. Provide translation for parent-teacher conferences in the parents' native language. Supported by the school based Translator/Parent Liaison and ESOL Department.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Monthly Newsletters from Principal/Curriculum Facilitator and connect ed calls in both English and Spanish with tips for how parents can continue to encourage and monitor student progress towards goals.	Title I		\$300.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Teachers incorporate writing regularly in all subjects for students to explain mastery of 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 Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Teachers will use the leadership team created writing continuum to create rubrics in which to assess student work formatively and summatively throughout the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation of focused word processing skills, writing composition and publishing during weekly technology classes for all students.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Use of TRC question stems/Higher order thinking questions and Depth of Knowledge question levels for weekly writing exercises in all classrooms.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation and evidence of use from "Keys to Literacy"- content writing in all classrooms (CORE and Specialist). All teachers will receive Keys to Literacy book to use when intentionally planning writing into lessons.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation of monthly school wide writing prompts with students being recognized for their work and growth in writing. Students will be chosen to read their writing during the morning announcements each month.	Title I		\$100.00	\$0.00	\$0.00	\$0.00
Implementation of "Thesaurus Thursdays" in which 3 words with the same meaning are given to the whole school and students are asked to write a high level sentence using one of the 3 words. (For example, cold, chill, frigid) The goal is to increase student vocabulary and have students begin to use new words in their writing. Each class will select 2 student sentences to send to the office by Monday of the next week to be displayed and the students will read their sentences on the morning announcements on Tuesday morning.	Title I		\$100.00	\$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.						
Training will be provided for teachers during the first 2 weeks of PLCs on baseline and quarterly assessments based on the continuum created for the 2015-2016 school year by the leadership team. Teachers will create rubrics for the assessments and collaborate to decide what is considered proficient/non-proficient in order for increased inter-reader reliability.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Training will be provided for teachers during the first early release day on Keys to Literacy and then continued work and support throughout the year during PLCs and monthly PD sessions. Principal and curriculum facilitator will conduct the training along with strong teacher leaders in writing.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Refresher training will be provided to ALL teachers and teacher assistants on the writing process and writers workshop during staff meetings. The first session will be provided on September 22, 2015. Principal, curriculum facilitator and teacher leaders will conduct trainings.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Continue annual events (i.e. Annual Title I Info Meeting, Title I Development and Review, Grandparents Tea, Doughnuts for Dads, Muffins for Moms) and monthly Coffee and Conversation Meetings to encourage family involvement, community support, and parent driven information opportunities. Implement opportunities for parents to attend differentiated workshops based on their needs and information collected from parent surveys. These events will be led by the principal, School Social Worker, counselor, parent involvement team and mission possible teacher leader.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Conduct a family literacy night focused on writing for students and their families to collaboratively go through the writing process and ways to write in everyday life. October 2015 Share continuum ad examples of proficient writing with parents for each grade level. Provided additional support to parents thru workshops as needed and requested by families.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Add writing tips for parents to the quarterly newsletters, website and other information sent home.	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?						
The following documentation will demonstrate that strategies were implemented with fidelity: training rosters, schedules (master, classroom, and intervention), walkthrough documentation, meeting minutes (PLC, SIT, IST), lesson plans; quarterly reviews of teacher and student data notebooks, Personalized Education Plans, parent/teacher conferences, student led conference notes and student data notebook parent response notes.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Data to measure progress toward goals will be monitored from the following sources: DIBELS/TRC (BOY, MOY, and EOY), CCSS ELA unit assessments, quarterly writing assessments, foundation assessments, words their way assessments, and district interim assessments.						

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?)

Based on DIBELS measures, 76% of K-3 students are on track to meet MOY expectations. (K= 66%, 1st= 86%, 2nd= 83% and 3rd= 70%) Students scoring below benchmark are receiving research based interventions, such as Double Dose Foundations lessons, fluency practice with instructional assistants and tutors 3 times per week, one-on-one HELPS tutoring in 3rd-5th grade, and/or activities monitored through IST. All K-5 students have received progress monitoring in TRC and are beginning to show progress in fluency. All K-5 classrooms use Daily 5 during literacy block everyday and Daily 3 during Math Block to increase consistency of literacy expectations. Third, fourth, and fifth graders scored 4.9 points below the district average on the Reading Interim Assessment 1.

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

Based on DIBELS measures, 77% of K-3 students are on track to meet EOY expectations. (K= 73%, 1st= 81%, 2nd= 85% and 3rd= 69%) Students scoring below benchmark are receiving research based interventions, such as Double Dose Foundations lessons, Wilson fluency practice with instructional assistants and tutorial 3 times per week, one-on-one HELPS tutoring in 3rd-5th grade, and/or activities monitored through IST. All K-5 students are receiving progress monitoring in DIBELS and continue to show progress in fluency. All K-5 classrooms continue to use Daily 5 during literacy block every day and Daily 3 during Math Block with fidelity to increase consistency of literacy expectations. Third, fourth, and fifth graders dropped slightly overall in their reading interims from interim 1 to interim 2 as a whole with 3-5 going from 47.6% on interim 1 to 48.7 on interim 2. However, 3rd and 4th grade did show slight growth in reading (3rd- 42.8% to 43.2 % and 4th – 49.1 % to 51.0 %). 3rd-5th grade has set a goal to all be at a minimum of 55 % by the EOGs for reading. Students took part in BOBCAT PENPALS during the second and third 9 weeks of school lead by our student interns/teachers from UNCG as part of a connection project to our SIP to increase literacy skills among all students. All students in the school were taught the process for writing letters and corresponding with a pen pal. Student interns lead this program and incorporated literacy connections in lessons in the classroom. They ended the program with a culminating session during specials in which the students were able to meet again with their pen pals and participate in literacy stations and Kagan team building activities.

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

Based on our EOG preliminary results there is continued work to be done in the area of reading. Given that a significant number of students in 3rd -5th grade scored at Level 1 or 2 on the EOG, a more intensive intervention program is needed for the rising 4th and 5th grade students in the area of word study. Rather than using one core program, we will use Just Words to address students who are significantly below grade level in word level knowledge. Foundations Level 3 will be utilized to address the needs of those student in grades 4 and 5 who are performing below grade level in word level knowledge. Words Their Way will be utilized for students who are on or above grade level. The continued lack of growth in reading calls for a focused emphasis on planning, teaching, and evaluation of student progress. Strategy 2 will be continued, however PLCs/Data Teams will be a focus area for improvement and consistent monitoring of solid instruction in the classroom as stated in T3 and T4 of the instructional framework. The focus will be on thorough unpacking of standards, improved collaborative planning, and the development of common assessments for each standard/unit.

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

Based on TRC-Reading 3D measures, 67% of K-5 students met grade level/college readiness expectations on TRCs during the BOY Fall assessment. (K= 58%, 1st= 80%, 2nd= 76%, 3rd= 76%, 4th= 68% and 5th= 41%) Students scoring below benchmark are receiving research based interventions, such as Double Dose Foundations lessons, Wilson fluency practice with instructional assistants and tutorial 3 times per week, one-on-one HELPS tutoring in 3rd-5th grade, and/or activities monitored through IST. All K-5 students are receiving progress monitoring in DIBELS and continue to show progress in fluency. All K-5 classrooms continue to use Daily 5 during literacy block every day and Daily 3 during Math Block with fidelity to increase consistency of literacy expectations. Fall BOY GCS Interims indicate that students in grades 3-5 began the year around 46.3 % proficient in reading. (3rd= 45.4%, 4th= 45.1 %, and 5th= 48.4%) Results from CASE benchmark #1 that was given during the first week in December showed an increase in reading proficiency from our BOY reading interim provided by the school system however we still have opportunities for improvements. Results are as follows: 3rd grade- 52.2%, 4th grade- 49.2%, and 5th grade- 55.3%.

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?)

Continue strategies as written- we will begin Wilson Fluency and BURST as soon as both products arrive. The products have been ordered but are still on hold within Title I due to items being held and taking longer than expected to get processed. All listed strategies should be fully implemented by end of January. We began providing inclusion for students in all grade levels this year in ELA and Math as part of the EC spectrum of services which is a new service for McLeansville. Due to the data and level of success students are showing thus far we will be looking to increase these services where applicable for students based on current level of performance to continue to level the playing field for all students and add support in the regular classroom setting. We will begin BOBCAT PENPALS during the second 9 weeks of school lead by our student interns/teachers from UNCG as part of a connection project to our SIP to increase literacy skills among all students.

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

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

Continue strategies as written- we are now using Wilson Fluency in grades K-3rd to help increase students ability to accurately read fluently and increase decoding skills. Students are progressed monitored weekly on fluency during intervention times and also progress monitor with peer partners during Daily 5 stations to help each other increase fluency change was made from BURST to Just Words from Wilson in order to remain consistent in the language being taught in K-3rd grade with foundations. We began providing inclusion for students in all grade levels this year in ELA and Math as part of the EC spectrum of services which is a new service for McLeansville. Due to the data and level of success students are showing thus far we will be looking to increase these services where applicable for students based on current level of performance to continue to level the playing field for all students and add support in the regular classroom setting.

Beginning April 13, 2015 students in 3rd-5th grade who are in need of additional support in reading, math and science will be offered after school tutorial. All students will be provided 1 hour and half of tutorial time with sessions of 30 minutes each for math, reading and science or Kagan team building. All students will be instructed in highly engaging, hands-on ways that is different from what is being done within the regular classroom each day. They instruction will be provided to the students based on their individual needs in order to better reach and increase each students ability to perform. Data will be collect during tutorial times and monitored for student growth and success.

K-2 students will begin to receive after school tutorial beginning on April 20th in reading with the focus being fluency, letter recognition/letter sounds, and TRC progress in order to get all students at or above grade level prior to the end of the school year. All students that are currently yellow or red in DIBELS or TRC will be offered tutorial opportunities within K-2. Students will be placed with teachers based on their areas of need on given days in order to capitalize on the time for instruction.

IPADS have been purchased for use in all classrooms and each classroom will be receiving 2-3 IPADS for student use during Daily 5 literacy stations each day. These will be used to provide students with the ability for read with someone and other individualized instruction for students during literacy blocks. The IPADS will be used by teachers to begin to provide video lessons that students can watch and re-watch as needed during independent work times or stations in order to receive individualized instruction based on data at any given point. Data will be collected to monitor the growth of students who are receiving the more intense individualized instructional support throughout blocks of instruction.

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

New strategies & action steps will be implemented for Higher Level Questioning (DOK) and Writing Implementation. We will continue to strengthen our work with data and data team while working diligently to become stronger in our knowledge of common core standards and NC State Standards in order to effectively plan, teacher and evaluate.

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

During professional learning communities we will continue to focus on instructional strategies that will increase high levels of DOK activities and questions, content writing and the use of data to plan for instruction/differentiation. One area that we will be placing more focus on during the second half of the school year will be teachers observing and providing feedback in collaborative conversations. All 3rd-5th grade teachers will be provided additional opportunities for professional development around room transformations/environmental changes to increase desire and engagement, school visits, model lesson and planning days so that teachers teach in ways that promote creativity, innovation, wonder and a passion for learning. The leadership team has decided that data and planning days are needed for grade levels and vertical teams to work together to plan for more engaging and rigorous instruction focused around the GCS instructional framework and the Ron Clark Model that we are working to incorporate in 3rd-5th grade.

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).

Priority Area 2	2B) Disproportionality between African American Students and White Students
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound	By June 2016, we will decrease the achievement gap between 3rd- 5th grade African American Students and White students from 14.9% to 8% or less in reading and from 10.5% to 5% or less in math as measured on state EOGs.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2015, we will decrease the achievement gap between 3rd- 5th grade African American Students and White students from 14.9% to 10% or less in reading and from 10.5% to 7% or less in math as measured on state EOGs.
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

Implementation of Mentoring Programs focused on Academics, Behaviors and Character Development

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
Begin a partnership with Southeast High School's "Men of Destiny" students to provide male mentoring program with 4th and 5th grade boys. This p	Title I Extended Learning		\$500.00	\$0.00	\$0.00	\$0.00
Creation and implementation of Powerful Ladies mentoring program for 3rd-5th grade female students. Students will meet every other week for mentoring, goal setting and progress monitoring of growth towards meeting goals. Female students 3rd-5th grade female students will have contracts with set expectations that must be met to take part each week in the mentoring sessions. Led by teacher leader and school social worker.	Title I Extended Learning		\$500.00	\$0.00	\$0.00	\$0.00
Every student will have a caring adult on staff that will mentor and follow up each week on how things are going. Staff member will make contact with classroom teachers to follow up on success and gain knowledge on student needs in order to provide academic and emotional support.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
All students will take part in goal setting, progress monitoring, data collection in student notebooks and create vision boards.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Peer mentoring program will be implemented within the school where 3rd-5th grade students mentor and provide support to a student in 2nd-5th grade. The focus will be in building leadership skills and service back to the school community.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation of Kagan classbuilding and teambuilding structures will done with fidelity weekly in order to lower discipline referrals and classroom disruption. Classbuilding will take place a minimum of 2 times per week and teambuilding a minimum of 1 time per week. Expectations will be monitored during classroom visits, weekly lesson plan review and discipline referral numbers by principal, curriculum facilitator and school counselor.	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Book study on "Mindsets" will take place during monthly staff meetings as part of the whole school character development and professional learning of both certified and non certified staff. Mini sessions will take place during monthly staff meetings and then follow up each month will be done via online blog spot or vertial team discussions. Teachers will work to implement activities that focus to increase the development of the growth mindset. Training will be conducted by principal, curriculum facilitator and mission possible teacher leaders.	Title I		\$300.00	\$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
Discussion during PLCs and staff meetings about how to be a mentor to a student within the school. Expectations will be set so that all students are receiving support with fidelity. Led by principal and curriculum facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Deliver additional training to teacher leaders on the SIT and Data Teams to analyze and review classroom, grade level, and school wide data in order to identify trends, monitor progress, and seek a corrective action to sustain continuous school improvement. Led by Principal and Curriculum Facilitator. Beginning September 30 and continuing throughout the year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Provide professional development on "Mindsets" by Carol Dweck to help teachers and students distinguish the difference between a growth and a fixed mindset. Professional development will be ongoing throughout the year with continued discussions about the growth mindset and activities to develop or increase this mindset among our staff, students and families. First session will be on August 20, 2015, then bi-weekly during PLCs and monthly during staff meeting PD times.	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 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
Survey parents to locate possible volunteers for lunch buddies and mentors to take part in the mentoring efforts for K-4 students. Parent liaison	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation of community mentoring and lunch buddy program to focus on literacy. Identify caring adults outside of school, such as a parent, family member or community volunteer, and one inside of school, such as a specialist or support staff, who can offer encouragement for student	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Increase rigor, expectations and active student engagement in literacy and 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
Continue the implementation of Kagan Cooperative Learning and Engagement Structure in Daily Instruction to increase the number of students actively engaement in literacy instruction. Monitored in lesson plans and classroom observations by principal and curriculum facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Use of Culturally Relevant Text During Guided Reading and Teacher Directed Reading to provide students with material that is of interest to them and incorporates content they can relate to when reading. INITIAL BUDGET LOAD	Focus Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Continue the implementation of Daily 5 literacy stations during guided reading blocks to provide structure and consistent focus on literacy across the school. All students are engaged in literacy based stations and engaged in accountable literacy activities while not working with teacher or teacher assistant in small groups. Monitored by principal, curriculum facilitator and mission possible specialist.	Title I		\$100.00	\$0.00	\$0.00	\$0.00
Monthly opportunities for students to complete project based learning activities that require them to problem solve and use critical thinking skills. Activities will require students to work collaboratively, try multiple solutions to a problem and follow up with which groups produce the best final product.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
To enhance the implementation of Daily 5 literacy instruction during guided reading block, our plan is to purchase 45 IPADS which would provide each classroom with 3 IPADS for student use. Students would have the ability to have access to more text for read to self, read with someone and individualized literacy in daily instruction through the use of IPADS. Students would be able to use technology to meet their individual needs and enhance classroom instruction during daily 5 literacy stations and daily 3 math stations. All students would have the opportunity to have individualized instruction that is engaging and enhances their technology skills. All classrooms would receive 3 IPADS to be used for student use during Daily 5 instruction and mClass Reading 3D assessments (by teachers).	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Implementation of strategies and structures learned at the Ron Clark Academy to increase active student engagement and rigor in lessons for all students.			\$679.36	\$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
Provide Kagan Cooperative Learning and Engagement Training and coaching opportunities to all teachers to increase the implementation of structures in daily instruction. Follow up in weekly PLCs and staff meetings to share structures used, how they were used and the success of the structure used. Led by Kagan trainer and curriculum facilitator.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Provide One Day Training/visits to Teachers in grades 3-5 at the Ron Clark Academy or Allen Jay Prep to learn about increasing student rigor and expectations in lesson plans that will increase student engagement. Implementation will be monitored in weekly lesson plans and during daily classroom visits.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	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
Family nights or Saturday activities that provide families with the opportunities to problem solve and use critical thinking skills to produce products using common household items. INITIAL BUDGET LOAD	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
Continue annual events (i.e. Annual Title I Info Meeting, Title I Development and Review, Grandparents Tea, Doughnuts for Dads, Muffins for Teachers, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Maker Space Room introduction and time for family exploration. Families will be invited to come in and take part in Maker Space exploration where they will get to experience hands-on science exploration. September 22, 2015	Title I		\$300.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

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

PRIORITY AREA 2B 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
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$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?						
The following documentation will demonstrate that strategies were implemented with fidelity: training rosters, schedules (master, classroom, and intervention), walkthrough documentation, meeting minutes (PLC, SIT, IST), lesson plans; quarterly reviews of teacher and student data notebooks, Personalized Education Plans, parent/teacher conferences, student led conference notes and student data notebook parent response notes.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
Data to measure progress toward goals will be monitored from the following sources: DIBELS/TRC (BOY, MOY, and EOY), CCSS ELA unit assessments, quarterly writing , district interim assessments in math and ELA.						
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> Based on current Dibels measures African American Students Scored: K=68%, 1st= 84%, 2nd= 88%, & 3rd= 87% compared to White Students who scored K= 71%, 1st= 89%, 2nd= 88%, & 3rd= 73%. As you can see currently our African American students are out performing our white students based on Dibels measures and 82% of the AA students in K-3 are on track to be at or above proficiency on Dibels MOY compared to 80% of their white counterparts. Since we have purchased Dibels and TRC for all students at McLeansville this year we are able to also look at our students in 4th and 5th grade to gain an understanding of their current performance in reading skills. Based on Dibels data African American students in 4th grade scored 34% , 5th grade 45% with an average of 41% and White students in 4th grade scored 33% and 5th grade 40% with an average of 39%, once again our African American students are showing greater growth on Dibels than our white students however our 4th and 5th graders who a weakness overall in foundational reading skills. While benchmarks are a predictive model when looking at current predictive measures the following can be compared between African American students and their white counterparts. ELA Benchmarks African American Students: 3rd= 43.07%, 4th= 43.29%, 5th= 56.56 and White Students : 3rd= 44.05%, 4th= 58.49%, 50.86%. All 3rd-5th grade African American students scored an average of 47.64% in comparison to white students who scored an average of 51.13% with a gap of -3.49 between African American Students and White Students. When looking at math benchmarks African American students currently performed at: 3rd= 32.42%, 4th= 36.77%, 5th= 35.23% and white students current performed at 3rd= 37.66%, 4th= 42.59% 5=37.12% making the overall average comparisons to be 3rd-5th grade African American Students= 34.81% compared to White students at 39.12% leaving a gap of -4.31.						
<u>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</u> Based on current Dibels measures African American Students Scored: K=63%, 1st= 79%, 2nd= 87%, & 3rd= 76% compared to White Students who scored K= 80%, 1st= 79%, 2nd= 88%, & 3rd= 75%. As you can see currently our African American students are slightly below our white students based on Dibels measures and 76% of the AA students in K-3 are on track to be at or above proficiency on Dibels MOY compared to 80.5% of their white counterparts. Since we have purchased Dibels and TRC for all students at McLeansville this year we are able to also look at our students in 4th and 5th grade to gain an understanding of their current performance in reading skills. Based on Dibels data African American students in 4th grade scored 40%, 5th grade 47% with an average of 43.5% and White students in 4th grade scored 37% and 5th grade 43% with an average of 40%. our African American students are still showing greater growth on Dibels than						
<u>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</u> Based on preliminary data our African American students outperformed their white counterparts in 3rd and 5th grade reading and overall reading for all of 3rd-5th grade. We will continue with strategies and increase the mentoring programs in order to reach more students in K-4th grade (both girls and boys) through the support of our parent liaison and social worker.						
<u>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</u> Based on our BOY interims our African American students continue to outperform their white counterparts in 3rd-5th grade reading however they are falling are showing a continued gap in math. What is becoming more alarming is the large academic gap between our white students and our hispanic students in both reading and math. This gap is 2 to 3 times larger than that of the AA/White student gap. We will continue with strategies and increase the mentoring programs in order to reach more students. This year we have added parent workshops that are held each month based on surveys that were conducted at the beginning of the year. We are also holding English classes for Spanish speaking adults 2 times a week with 20 members currently taking the class. This class has created a community of support for these families and continues to grow. Our parent liason works closely with Eastern High School to provide free childcare service for the English classes in order to avoid any barriers to attendance to the class. This community of adult learners continues to look for ways to support each other during the class and outside of the class.						
<u>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</u>						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

(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?)

High quality substitute teachers will be used to provide a data/long range planning day in December, February and April to look at reading and math data and plan for small group instruction. The December day will be used to look at Benchmark and current progress monitoring information so that we can plan for solid, research based interventions and enrichment for all students between winter break and MOY. February's data and planning day will be used to review progress monitoring/intervention/enrichment data, make adjustments and MOY TRC and DIBELS data and mid-year math CBM data, as well as first Kathy Richardson data K-2 in math. Since we are seeing great growth with our AA students and high student success with student data notebooks we have chosen to increase the number of student led conference days this year to 3 instead of just 1. This will provide parents with multiple opportunities to stay connected with what students need, their progress and how they can continue to help at home. We will have 2 more Kagan training days in January and February to continue to increase active student engagement in daily lessons. We will begin the whole school book study "How Full is Your Bucket" in January and becoming a "Bucket Filling" school focusing on building strong relationships with all members of the school team (students, parents, families, community members, businesses, and school district at large). This continued connection with the TEAM approach will continue to add additional mentors and tutors for students in reading, math and social support.

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

Due to the snow days in February and the use of the workdays to make up missed days our last Kagan training had to be canceled. With this we will conduct additional training during PLCs to continue to look closely at Common Core Standards and Common Formative Assessments as we prepare for training this summer with the data teaming process.

April 30th and May 1st the student engagement team, which consist of 5 teachers, the curriculum facilitator and principal, will take a trip to the Ron Clark Academy in Atlanta, GA to gain more ways to provide solid instruction, rigor and high student engagement in all areas of instruction. This team will be charged with returning to school and piloting concepts and skills learned while at the Academy in order to then provide PD to other staff members. This team will work to create an action plan throughout the end of the year and throughout the summer to move McLeansville into a full integration of Kagan structures and structures/skills learned from the Ron Clark Academy.

The student engagement team will also begin to work closely with UNCG and Rita Jennings as we begin to put together our Maker Space Grant room for the 2015-2016 school year. This team will make visits to UNCG to gain ideas for what would be the best materials for students at McLeansville. This will be added to the plan of action for the 2015-2016 school year and how all of the pieces will fit together to build high levels of engagement, student creation, higher level of thinking and STEAM integration in all areas of the school day.

We will continue the whole school book study "How Full is Your Bucket" throughout the remainder of the school year and becoming a "Bucket Filling" school focusing on building strong relationships with all members of the school team (students, parents, families, community members, businesses, and school district at large). This continued connection with the TEAM approach will continue to add additional mentors and tutors for students in reading, math and social support.

Beginning April 13, 2015 students in 3rd-5th grade who are in need of additional support in reading, math and science will be offered after school tutorial. All students will be provided 1 hour and half of tutorial time with sessions of 30 minutes each for math, reading and science or Kagan team building. All students will be instructed in highly engaging, hands-on ways that is different from what is being done within the regular classroom each day. They instruction will be provided to the students based on their individual needs in order to better reach and increase each students ability to perform. Data will be collect during tutorial times and monitored for student growth and success.

K-2 students will begin to receive after school tutorial beginning on April 20th in reading with the focus being fluency, letter recognition/letter sounds, and TRC progress in order to get all students at or above grade level prior to the end of the school year. All students that are currently yellow or red in DIBELS or TRC will be offered tutorial opportunities within K-2. Students will be placed with teachers based on their areas of need on given days in order to capitalize on the time for instruction.

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

Continue all strategies and action steps

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

We will continue all strategies that are currently in place. The leadership team has decided that they would like to expand our mentoring program to be larger than just our Boys Club in 4th & 5th grade. While we will continue with the CHAMPS male mentoring program for our 4th and 5th grade students we will also be incorporating a new mentoring program to begin in January in which our most at risk students will have an adult on our staff who will begin to mentor them and work to increase their success in school. All 3rd-5th grade teachers will be provided additional opportunities for professional development around room transformations/environmental changes to increase desire and engagement, school visits, model lesson and planning days so that teachers teach in ways that promote creativity, innovation, wonder and a passion for learning. The leadership team has decided that data and planning days are needed for grade levels and vertical teams to work together to plan for more engaging and rigorous instruction focused around the GCS instructional framework and the Ron Clark Model that we are working to incorporate in 3rd-5th grade. We will provide 1 day between January and February for K-2 teachers and 2 days between January and February for 3rd-5th teachers. The leadership team has decided to use the additional money from UNCG and our T4 grant to purchase 1 or more full class sets of Lego Story Starter kits in order to continue to increase writing across all content areas and increase the use of our Maker Space room. The leadership team will be visiting a model school during the one of the workdays in January to see the multiple ways to use lego learning kits to increase not only student engagement but student achievement in all areas.

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:

McLeansville Elementary

School Number: 461

School Address:

5315 Frieden's Church Rd., McLeansville, NC 27301

Principal:

Shervawn Sockwell

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Sockwell / Simpson	Annually	8/20/2015
Pre-Crisis Checklist	Sockwell	Annually	10/1/2015
After Hours Emergency Contact List	Simpson	Annually	8/24/2015
Register Principal for Sex-Offender Registry Notifications	Sockwell	Annually	8/18/2015
Diabetic Training for Staff	Glover	Annually	10/27/2015
Distribute/Explain Crisis Plan to Staff	Sockwell / Crisis Team Members	Annually	8/21/2015; 10/6/2015
Distribute/Explain Code of Conduct	Sockwell/PBIS Team	Annually	8/20/2015
Tornado Drill	Sockwell	Annually	
Conduct Student Safety Perception Survey	Glover	Annually	
Train staff on Emergency Notification Network deployment	Sockwell	Annually	8/21/2015
Lock-down Drills	Sockwell	Bi-Annually	9/10/2015
Safety Inspection	Belkis	Bi-Annually	9/7/2015
Alternate Route Fire Drill	Sockwell	Bi-Annually	11/30/2015
Playground Inspection	Belkis	Bi-Annually	9/7/2015
Fire Drill / Sanitation Inspection	Simpson	Monthly	8/31/2015; 9/30/2015; 10/29/2015; 11/30/15
Fire Extinguishers Inspection	Belkis	Monthly	8/31/2015; 9/30/2015; 10/29/2015; 11/30/15
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Sockwell /PBIS Team	Monthly	9/1/2015, 10/1/2015, 11/1/2015, 12/1/2015
Automated External Defibrillator (AED) Inspection	Simpson/ Flourney	Monthly	8/13/15; 9/16/15; 10/13/15; 11/19/15;12/15/15
Discipline Incidents in PowerSchool	Sockwell	Ongoing	
Volunteer Background Checks	Bundy	Ongoing	
Monitor Visitor Check-In	Bundy	Ongoing	
Monitor Arrival and Dismissal of Students	Bundy /Simpson /Maynard-Long	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

Monitor Sex Offender Registry	Sockwell	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Simpson / Glover	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.

McLEANSVILLE 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	23,320.00		8,000.00	15,320.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	17,125.00	14,150.00	2,975.00	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	743.20		32.00	711.20
PAYROLL - BONUS PAYMENT	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,241.90		795.00	1,446.90
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	(2,100.00)	2,100.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	3,351.10		649.06	2,702.04
PAYROLL - RETIREMENT 5330	3-5330-050-221	3,887.96		972.05	2,915.91
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	2,689.00		1,792.48	896.52
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	1,099.94	0.00	0.00	1,099.94
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	279.36	0.00	0.00	279.36
FIELD TRIPS	3-5330-050-333	500.00	0.00	0.00	500.00
TUITION FEES	3-5330-050-352	168.09	0.00	0.00	168.09
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	3,500.00	2,156.25	903.80	439.95
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
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/KINDER/CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,100.00	0.00	491.05	608.95
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,000.00	351.84	148.16	500.00
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	61,380.55	16,658.09	14,658.60	30,063.86
					30,063.86
PAYROLL TOTALS	44	53,733.16	14,150.00	13,115.59	26,467.57
NON-PAYROLL TOTALS	20	7,647.39	2,508.09	1,543.01	3,596.29
TOTAL	64	61,380.55	16,658.09	14,658.60	30,063.86