



### **Low Performing School Addendum**

School Location: **McNair Elementary**

**Goal 1:**

By June 2016, 82% of McNair Elementary K-3 Students will be proficient in Literacy based on DIBELS and/or EOG tests.

**Goal 2:**

By June 2016, 53.7% of 3rd - 5th Graders will be proficient on End of Grade Reading Tests.

**Goal 3:**

By June 2016, McNair Elementary School will decrease discipline referrals for African-American males to a rate equal to or less than the general school population.

**Regional Support:**

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

**Central Office Support:**

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

## 2014-16 SCHOOL IMPROVEMENT PLAN

<b>School Name</b>	<b>McNair Elementary</b>	<b>School Number</b>	<b>462</b>
<b>School Address</b>	4603 Yanceyville Rd., Browns Summit, NC 27214		
<b>Principal</b>	George Boschini		
<b>District Name/State Local Education Agency (LEA) Number</b>	Guilford County Schools (410)		
<b>Date of Initial School Staff Vote of Approval</b>	22-Aug-14		
<b>Date of Last Review/Update</b>	11/19/2015		
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Board of Education Authority Signature</b>	_____ (Signature On File)		

### School Vision and Mission Statement

<b>Vision</b>
Ronald E. McNair Elementary School is a diverse community dedicated to providing a safe, supportive learning environment to develop 21st Century, life-long learners through curiosity, inquiry, and a passion for learning that leads to success for all.
<b>Mission Statement</b>
We at Ronald E. McNair Elementary School will work collaboratively within the community to establish a safe integrated learning environment incorporating 21st century skills to ensure that all students are knowledgeable and prepared to compete in a diverse and global society.

### District and State Goal Alignment

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	George Boschini	NA-ByLaws	
Assistant Principal Representative	Monique Wallace	NA-ByLaws	2014-2015 and 2015-2016
Instructional Staff Representative	Jordan Hairston	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Amy Schoppa	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Ronda Campbell	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Christy Martin	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Julie Pirtle	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Tom Niedzeila	28-May-14	2014-2015 and 2015-2016
Instructional Staff Representative	Erin Johnson	28-May-14	2014-2015 and 2015-2016
Instructional Support Staff Representative	Missy McLaughlin	28-May-14	2014-2015 and 2015-2016
Teacher Assistant Representative	Maggie Lee	12-Oct-15	2015-2016 and 2016-2017
Instructional Support Staff Representative	Chenia Sims	12-Oct-15	2015-2016 and 2016-2017
Instructional Support Staff Representative	Kim Wilson	28-May-14	2014-2015 and 2015-2016
Parent Representative	Chrystal Davis	15-May-14	2014-2015 and 2015-2016
Parent Representative	Jonsie Fant	15-May-14	2014-2015 and 2015-2016

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

# Guilford County Schools Strategic Plan 2016

## School Targets - End of Grade Scores

410462

McNair 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	33.9	40.5	47.1	53.7	60.3	67.0
AMERICAN INDIAN						
ASIAN	21.7	29.5	37.4	45.2	53.0	60.9
BLACK	32.2	39.0	45.8	52.5	59.3	66.1
HISPANIC	29.7	36.7	43.8	50.8	57.8	64.9
2 OR MORE RACES	55.6	60.0	64.5	68.9	73.4	77.8
WHITE	61.1	65.0	68.9	72.8	76.7	80.6
EDS	33.0	39.7	46.4	53.1	59.8	66.5
LEP	20.0	28.0	36.0	44.0	52.0	60.0
SWD	5.3	14.8	24.2	33.7	43.2	52.7
AIG	93.3	94.0	94.6	95.3	96.0	96.7
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	27.0	34.3	41.6	48.9	56.2	63.5
AMERICAN INDIAN						
ASIAN	21.7	29.5	37.4	45.2	53.0	60.9
BLACK	26.6	33.9	41.3	48.6	56.0	63.3
HISPANIC	27.0	34.3	41.6	48.9	56.2	63.5
2 OR MORE RACES	33.3	40.0	46.6	53.3	60.0	66.7
WHITE	38.9	45.0	51.1	57.2	63.3	69.5
EDS	25.3	32.8	40.2	47.7	55.2	62.7
LEP	20.0	28.0	36.0	44.0	52.0	60.0
SWD	5.0	14.5	24.0	33.5	43.0	52.5
AIG	93.3	94.0	94.6	95.3	96.0	96.7
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	29.7	36.7	43.8	50.8	57.8	64.9
AMERICAN INDIAN						
ASIAN	5.0	14.5	24.0	33.5	43.0	52.5
BLACK	31.1	38.0	44.9	51.8	58.7	65.6
HISPANIC	27.3	34.6	41.8	49.1	56.4	63.7
2 OR MORE RACES						
WHITE	40.0	46.0	52.0	58.0	64.0	70.0
EDS	26.9	34.2	41.5	48.8	56.1	63.5
LEP	8.3	17.5	26.6	35.8	45.0	54.2
SWD	20.0	28.0	36.0	44.0	52.0	60.0
AIG						

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

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

McNair's strength can be found in the overall academic achievement of students in grades K - 2 along with similar proficiency in third grade. Based on EOY assessment results, students in these grade levels are functioning at level slightly below the GCS average. A majority of students in these grade levels have spent all or a majority of their school years enrolled at McNair. Their progress can be attributed to the solid foundation and start to school that they received. There is also a correlation between academic success and the lower incidents of discipline referrals. Additionally, the rate of family participation at school during 2014 - 15 rose to almost 70%. Again, rates were higher in the primary grades. Lastly, a genuine strength can be found in the dedication and commitment demonstrated by staff. They strive to find more effective strategies to meet student needs, actively participating in professional development, respond to feedback, collaborate and create a positive and welcoming school environment.

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

Given the professional development focus on guided reading, the drop in reading scores in grades 3 - 5 was unexpected and troubling. With a few exceptions, the drop was consistent across most subgroups. An initial analysis of these scores and probable causes seemed to indicate a lack of alignment between teaching, assessment and interventions. Too much attention was given to introducing and covering objectives, but not enough monitoring/assessing to measure mastery. Consequently, interventions and other forms of learning support may not have been as targeted as needed, which would explain the EOY results. The introduction of the GCS Instructional Framework should provide the training and guidance to allow for more relevant alignment. While not an excuse, it is important to note that some significant disruptions to staffing occurred during the year that impacted fifth graders and upper grade students receiving EC services. Continued attention needs to be given to Tier I and II PBIS support. Even though disparity gaps narrowed, there are still a core number of students, mainly AA males, who were more frequently cited for discipline violations. A majority of these students were in fifth grade, where staffing was disrupted at different points in the year.

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

The increased use of common assessments for the coming year will allow for more timely and specific monitoring of student learning. Training associated with the Instructional Framework will be used to plan instruction and use more appropriate strategies and methods to support achievement. Data tracking needs to increase to support this initiative. Additional attention needs to be given to analyzing and identifying the causes for repeated discipline referrals for some students. Much like the process outlined above for instructional support, behavioral intervention must be better matched to student needs. Better tracking of parent and volunteer participation, along with surveying both groups, will help frame parent workshops and resource efforts.

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

4. Based upon the data analysis conducted and/or the comprehensive needs assessment, what priorities emerge for your school?
Priority Area 1:
1B) Literacy B
Priority Area 2:
2B) Discipline Disparity B
Priority Area 3:
3B) Community/Parent Involvement B
Priority Area 4:
4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
<b>PLAN:</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).						
Priority Area 1	1B) Literacy B					
<b>*SMART Goal</b> *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound <b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 82% of McNair Elementary K-3 Students will be proficient in Literacy based on DIBELS. By June 2016, 53.7% of 3rd - 5th Graders will be proficient on their respective End of Grade Reading Tests.					
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning					
<b>DO:</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).						
IMPROVEMENT STRATEGY #1						
We will enhance PLCs to focus on interventions and improve reading instruction through implementation of research-based best practices.						
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 collaboratively plan weekly with added focus on embedding appropriate levels of questioning for all subject areas. In addition, plans will incorporate writing activities across the curriculum.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will observe model lessons facilitated by CFReading Teacher and selected McNair colleagues.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) ERG Consultants will provide guided reading PD and support for teachers new to McNair.	Title I		\$8,000.00	\$0.00	\$0.00	\$0.00
4) Teachers will conduct Guided Reading instruction based upon strategies/feedback provided by ERG consultants in 2014 - 15.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Monthly peer observations and coaching during Guided Reading time for all classroom teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Monthly PLCs facilitated by the CF/Reading Teacher during which teachers will develop common assessments using research-based strategies. This will ensure that there is an alignment between curriculum, assessment and instruction with Common Core.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Foundations will be implemented in grades K - 3 with fidelity along with "double dosing." Words Their Way will be taught with fidelity in Grades 4 and 5.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will be provided time for monthly vertical alignment meetings.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Provide HQ subs for Title I Teachers.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Staff will participate in GCS "Instructional Framework" PD throughout the year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) PLC PD will include training in the areas of developing Common Assessments and using the results for planning and teaching.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Teachers will participate in monthly PD and coaching sessions with literacy consultants, CF/Reading Teacher and/or administration on topics identified by GCS, needs assessment based on student data and walkthroughs as well as staff requests.	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) Title I Guided Reading Parent Night	Title I		\$2,500.00	\$0.00	\$0.00	\$0.00
14) Make It Take It Night for integrating reading and writing in all subject areas.	Title I		\$2,000.00	\$0.00	\$0.00	\$0.00
15) Host two Parent Academy Sessions to consist of Parent Data Days 1st and 3rd quarter. Parent Data Days will consist of teachers conferencing with parents to discuss the child's academic strengths and areas of needed improvement. Two sessions will be offered during the school day. Lunch will be provided.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Create systems for providing intervention to identified students who require additional support based on current budget realities.						
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 utilize data from Common Assessments, End of Unit Assessments, and Interim Assessments to prioritize remediation/enrichment plans for students.	Title I		\$1,400.00	\$0.00	\$0.00	\$0.00
2) Grade levels will meet in PLCs to monitor (through data analysis) and group students based on literacy assessment results for Guided Reading and added instruction during intervention periods. Added attention will be given to monitoring progress/achievement for African-American male students to determine successful interventions and strategies contributing to growth.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Special area teachers will be assigned to reading and writing intervention based on assessment data. Additional learning support staff will be hired during the second semester and serve in a tutoring role.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Administer monthly reading assessments that include, as appropriate, DIBELS, Interim Assessments, and TRC (K-3) and Benchmark Assessments (4-5) to track student progress. Teachers will create PEP's for all students identified as below grade level.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Use NC A & T interns, volunteer tutors and Northern High School teacher cadets to provide individual and small group intervention/learning support. The CF/Reading Teacher will supervise these efforts to ensure that appropriate levels materials are used.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Read to Achieve Transitional Students will be provided a daily 90 minute uninterrupted literacy block.	Title I Extended		\$0.00	\$0.00	\$0.00	\$0.00
9) Purchase culturally relevant reading and literacy related materials to increase AA Male achievement and proficiency.	Title I		\$3,621.80	\$0.00	\$0.00	\$0.00
10) The media specialist's schedule will include designated times daily, except for Thursday, to work with small groups of students and focus on ELA intervention and/or enrichment. Particular attention will be given to writing projects.			\$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) Incorporate elements of the Common Core Curriculum and related lesson plans into PLCs and monthly staff development workshops to assist with implementation and use.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Incorporate inquiry-based strategies into the science program to promote higher level thinking and problem solving skills while increasing reading proficiency through the use of informational text.	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			
	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) Special color-coded folders will be provided for school to home communication for staff to establish daily communication routines.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
14) Monthly School Leadership Team Meetings will be held to review the School Improvement Plan and Title I Plan to assess their impact on learning to determine needs for modification/change.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)	Title I		\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #3						
Integrate technology assisted intervention tools to provide customized student learning support.						
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) Selected staff members will host a summer technology camp exposing students to workshops focusing on creative ways to integrate technology to enhance the common core curriculum.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Secure mobile technology equipment to support focused intervention, enhance instructional presentations and increase access to the curriculum for students with added focus on EC and ESOL learners.	Title I		\$12,500.00	\$0.00	\$0.00	\$0.00
3) Use software programs and online resources such as, but not limited to: Reflex Math, Reading A-Z, World Book, Lexia Learning Systems, Time for Kids and PebbleGo to support teaching and learning. This software will allow maximize use of the hardware and devices being purchased as well as existing devices.	Title I		\$12,500.00	\$0.00	\$0.00	\$0.00
4) The technology assistant and identified teachers will work with staff on best practices on the use of technology to support learning with a focus on literacy achievement.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Training will be provided for staff on use of instructional technology throughout the school year.	Title I		\$3,000.00	\$0.00	\$0.00	\$0.00
6) Purchase classroom supplies and materials to enhance literacy and math achievement. Supplies may include, but are not limited to; copy paper, markers, pens, glue sticks, etc.	Title I		\$23,472.96	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Provide parents with resources and strategies to help their child succeed successfully. Information will be provided through grade-level workshops, weekly folders, newsletters, and parent-teacher conferences.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
14) "Literacy in Technology Night" facilitated by instructional staff.	Title I		\$500.00	\$0.00	\$0.00	\$0.00
15) Host Technology Tips and Tidbits Sessions for parents.	Title I		\$500.00	\$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>						
Use of interim assessment data, Foundations, Words Their Way, DIBELS Assessments. Walkthrough Logs, PLC Minutes and Individual Teacher Lesson Plans will also be used. Written feedback provided by the ERG consultants to the administrative team and administrative walkthroughs will be used to determine whether the Fountas and Pinnell Guided Reading Model is deployed with fidelity.						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
DIBELS Data, Common Assessments, PLC minutes, Walkthrough documents						



<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>
BOY scores for DIBELS/TRC indicated that 72% of K - 2 students were on grade level, which means a minimum of a 5% increase is needed by EOY to meet the stated goal. Interim Benchmark assessments for grades 3 - 5 reflected similar needs. Guided Reading training, especially with the coaching/mentoring component, have contributed to more consistent and effective classroom instruction. The addition of new informational text has motivated more students to read for pleasure. Title I intervention teacher has focused learning support on specifically targeted students daily instead of rotating groups as was done last year. Reading A - Z materials are being used extensively and the use of online learning support has increased with the adoption of MobyMax. An alternative program is needed for kindergarteners.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
MOY scores for DIBELS/TRC reflect that 72% of K - 3 students are on grade level, which means that there was no measurable increase since the BOY. A 5% increase is still needed to meet the target goal. Interim assessments have shown growth in some areas, but needs still exist in different areas at each grade level 3 - 5. By completing an item analysis by grade level for the interim assessments, it is apparent that more attention needs to be given to vocabulary development, especially as it applies to comparative language, and increasing students' ability to read longer passages. Students also struggled with higher level questions, seeming to do reasonably well with simple recall and basic comprehension.
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
Based on TRC scores, 75% of students in grades K - 2 were proficient in reading at the end of the 2014 - 15 school year. By comparison, only 33.9% of students in grades 3 - 5 scored at or above the mastery level, which reflects a drop of approximately 6% from 2013 - 14. Decreases by sub-group were: AA - 8%, White - 21%, EDS - 1%, LEP 5%, SWD - 4%. Minimal gains (<2%) were seen in Hispanic and AIG sub-groups. Asian students experienced a 4.5% gain. Success in grades K - 2 can be attributed to the implementation of Foundations with fidelity as well as the adoption of guided reading practices highlighted in PD by ERG. There was also a strong connection between assessments, planning, grouping and teaching. The data would appear to indicate that the strategies implemented during the 2014 - 15 school year for grades 3 - 5 were not effective and could be seen as counterproductive. After careful reflection and analysis, it was determined that the strategies themselves were not the cause. Significant disruptions to the learning at fifth grade were a result of staffing changes and turnover. A similar impact was felt by SWD students in grades 3 - 5. Instead of a "departmentalized" the structure/organization in place the previous two years, teachers were self-contained and assumed instructional responsibilities for all subject areas. Even with these changes, the strategies should have resulted in student growth, so something else must have been missing or off-target. The disconnect appears to be in monitoring and assessing students to determine genuine mastery. In short, the planning, teaching and evaluating were not effectively aligned with assessed outcomes/objectives. With the introduction of the GCS Instructional Framework and related PD and focus, there is reason to believe that the success seen in grades K - 2 will now carry over into the upper grades. Staffing changes have also been made that should result in a more stable and consistent learning environment.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
DIBELS BOY proficiency results are as follows: K - 62%, 1st - 79%, 2nd - 70% and 3rd - 61%. Based on TRC Data, 57% of McNair's students are below proficiency for BOY. Grade level break down, kindergarten 70%, first 37%, second 58%, third 58%, fourth 55%, and fifth 65%. After consistently progressing monitoring many students have met BOY expectations in the area of DIBELS for FSF, NWF, and DORF. Kindergarten: BOY FSF 31 students below proficient, currently after progress monitoring 7 below proficient First Grade: BOY NWF 44 students below proficient, currently after progress monitoring 19 below proficient Second Grade: BOY NWF 36 students below proficient, currently after progress monitoring 24 below proficient, BOY DORF 37 students below proficient, currently after progress monitoring 32 below proficient  ELA results from the first interim assessments, as compared to GCS averages were (REM/GCS): 3rd - 43/45, 4th - 42/48 and 5th - 43/50.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
<b>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).</b>
<b>Based upon identified results, should/how should strategies be changed?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
Continue ERG observations and demo lessons. Request ERG to give more specific constructive ideas to teachers when observing lessons. Arrange for debriefing meetings to be done in a quiet, 1 on 1 space (i.e., not at recess); allow time for ERG to meet with groups of teachers who have similar goals or questions; continue to make best use of technology and guided reading library; have a clear end of year testing plan for TRC/DIBELSs; increase time for vertical planning. Instead of offering a Saturday Learning Academy (April - May) to prepare students for EOGs, the School Leadership Team recommended hiring a learning support assistant in mid-January to provide small group reading intervention three days a week and math support on the other two days.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
Three "Learning Support Assistants" were hired and are currently working with students in grades 2 - 5 three days a week in small literacy intervention groups. (Additionally, they work with small math intervention groups two days each week.) They are using the "HELPS" program with students for reading. Continued guided reading training has been conducted by ERG with coaching and classroom observations receiving the most attention. Rebecca McK night presented a workshop on "Teaching Up" to help teachers incorporate more higher level thinking skills into their daily lessons and activities. A "Family Literacy Night" was held to help parents use strategies and access resources to support reading at home. "Science A - Z" has been added to the school resources to provide another information text option. Kindergarteners are now using "skoolbo.com" and skills grouping across the grade level to increase letter-sound recognition and blending.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
The disconnect appears to be in monitoring and assessing students to determine genuine mastery. In short, the planning, teaching and evaluating were not effectively aligned with assessed outcomes/objectives. With the introduction of the GCS Instructional Framework and related PD and focus, there is reason to believe that the success seen in grades K - 2 will now carry over into the upper grades. Staffing changes have also been made that should result in a more stable and consistent learning environment.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
McNair has held staff development in the following areas: The Guilford County Instructional Framework, Developing Common Formative Assessments from Schoolnet, Annotating and Interacting Text, and Developing Common Guided Reading Instruction. Follow-up PD needs to focus annotation and aligning instruction to data. A full time teacher needs to be hired to support fourth and fifth grade in the areas of guided reading instruction, guided math instruction, science instruction as well as general tutoring and enrichment. The rationale for this is based on student carryover needs from 2014 - 15 and the larger class sizes that range from 24 - 29. Since all students in grades 3 - 5 will be taking TE21 Benchmark Assessments, teachers will participate in data days to analyze data and determine instructional needs after the results are released. Technology, math, PE, and art teachers are each pulling one small group four times a week for remediation in the area of reading. This program will be expanded to include classroom teachers who will have student teachers during the second semester. Lexia usage benchmarks will be closely monitored and corrective action taken to ensure that the program will be implemented with fidelity and maximized. Weekly recognition of progress will be done school-wide by administrators.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name:		McNair Elementary				School Number:		462							
Principal:		George Boschini													
LEA Name/Number:		Guilford County Schools (410)													
Priority Area 1															
1B) Literacy B															
Improvement Strategy #1															
We will enhance PLCs to focus on interventions and improve reading instruction through implementation of research-based best practices.															
	Title I Schoolwide Component	Addresses Reading, Math, or Reading & Math	#1 Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	#2 Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	#3 Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
1) Teachers will collaboratively plan weekly with added focus on embedding appropriate levels of questioning for all subject areas. In	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00	
2) Teachers will observe model lessons facilitated by CFR/Reading Teacher and selected McNair colleagues.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00	
3) ERG Consultants will provide guided reading PD and support for teachers new to McNair.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$8,000.00				\$0.00				\$0.00	\$8,000.00	
4) Teachers will conduct Guided Reading instruction based upon strategies/feedback provided by ERG consultants in 2014 - 15.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00	
5) Monthly peer observations and coaching during Guided Reading time for all classroom teachers.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00	
6) Monthly PLCs facilitated by the CFR/Reading Teacher during which teachers will develop common assessments using research-based	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$0.00				\$0.00				\$0.00	\$0.00	
7) Foundations will be implemented in grades K-3 with fidelity along with "double dosing." Words Their Way will be taught with fidelity in Grades 4 and 5.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
8) Teachers will be provided time for monthly vertical alignment meetings.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
9) Provide HQ subs for Title I Teachers.	Instruction by Highly Qualified Teachers	Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$500.00				\$0.00				\$0.00	\$500.00	
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
10) Staff will participate in GCS "Instructional Framework" PD throughout the year.		Reading	Staff Dev Instructor (Stipend)	3-5330-050-197	\$0.00	Reading			\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00	
11) PLC PD will include training in the areas of developing Common Assessments and using the results for planning and teaching.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
12) Teachers will participate in monthly PD and coaching sessions with literacy consultants, CFR/Reading Teacher and/or administration on topics identified by GCS, needs assessment based on student data and walkthroughs as well as staff requests.		Reading & Math	Supplies & Materials	3-5330-050-411					\$0.00				\$0.00	\$0.00	
Parent Involvement Action Steps		Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Title I Guided Reading Parent Night		9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Parent - Professional Development	3-5880-050-312	\$2,500.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,500.00

14) Make It Take It Night for integrating reading and writing in all subject areas.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math	Parent - Professional Development	3-5880-050-312	\$2,000.00				\$0.00				\$0.00	\$2,000.00
15) Host two Parent Academy Sessions to consist of Parent Data Days 1st and 3rd quarter. Parent Data Days will consist of teachers conferencing with parents to discuss the child's academic strengths and areas of needed improvement. Two sessions will be offered during the school day. Lunch will be provided.	9) Provide materials and training to help parents work with their children to improve achievement.	Reading	Parent - Other Food Purchases	3-5880-050-459	\$1,000.00				\$0.00				\$0.00	\$1,000.00
													Subtotal #1:	\$14,000.00

Improvement Strategy #2															
Create systems for providing intervention to identified students who require additional support based on current budget realities.															
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step	
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount		
1) Teachers will utilize data from Common Assessments, End of Unit Assessments, and Interim Assessments to prioritize remediation/enrichment plans for students.	Schoolwide Reform Strategies	Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$1,400.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,400.00	
2) Grade levels will meet in PLCs to monitor (through data analysis) and group students based on literacy assessment results for Guided Reading and added instruction during intervention periods. Added attention will be given to monitoring progress/achievement for African-American male students to determine successful interventions and strategies contributing to growth.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
3) Special area teachers will be assigned to reading and writing intervention based on assessment data. Additional learning support staff will be hired during the second semester and serve in a tutoring role.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
4) Administer monthly reading assessments that include, as appropriate, DIBELS, Interim Assessments, and TRC (K-3) and Benchmark Assessments (4-5) to track student progress. Teachers will create PEP's for all students identified as below grade level.	Including teachers in decisions regarding the use of assessments	Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$3,000.00				\$0.00				\$0.00	\$3,000.00	
4) Administer monthly reading assessments that include, as appropriate, DIBELS, Interim Assessments, and TRC (K-3) and Benchmark Assessments (4-5) to track student progress. Teachers will create PEP's for all students identified as below grade level.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
5) Use NC A & T interns, volunteer tutors and Northern High School teacher cadets to provide individual and small group intervention/learning support. The CP/Reading Teacher will supervise these efforts to ensure that appropriate levels materials are used.	Including teachers in decisions regarding the use of assessments	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00	
8) Read to Achieve Transitional Students will be provided a daily 90 minute uninterrupted literacy block.	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00	
Purchase text materials to support an integrated literacy program while also teaching students to think and problem solve.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$3,621.80				\$0.00				\$0.00	\$3,621.80	
Create and maintain data notebooks to monitor student achievement data and to determine instructional groupings and interventions. Funds will be used purchase notebooks for all K-5 teachers.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$0.00				\$0.00				\$0.00	\$0.00	
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
10) Incorporate elements of the Common Core Curriculum and related lesson plans into PLCs and monthly staff development workshops to assist with implementation and use.		Reading	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00	
11) Incorporate inquiry-based strategies into the science program to promote higher level thinking and problem solving skills while increasing reading proficiency through the use of informational text.		Reading							\$0.00				\$0.00	\$0.00	
12)					\$0.00				\$0.00				\$0.00	\$0.00	
Parent Involvement Action Steps		Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Special color-coded folders will be provided for school to home communication for staff to establish daily communication routines.		4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$2,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$2,000.00
14) Monthly School Leadership Team Meetings will be held to review the School Improvement Plan and Title I Plan to assess their impact on learning to determine needs for modification/change.		15)Provide necessary literacy training. (OPTIONAL) 15)Provide necessary literacy training. 15)Provide necessary literacy training. 15)Provide necessary literacy training. 15)Provide necessary literacy training.	Reading	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00

15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$10,021.80

Improvement Strategy #3														
Integrate technology assisted intervention tools to provide customized student learning support.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Selected staff members will host a summer technology camp exposing students to	Activities for children experiencing difficulty	Reading & Math	Summer School/Kindercamp/K Home Visits	3-5350-050-121	\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	\$0.00
2) Secure mobile technology equipment to support focused intervention, enhance	Schoolwide Reform Strategies	Reading & Math	Computer Software & Supplies	3-5330-050-418	\$12,500.00				\$0.00				\$0.00	\$12,500.00
3) Use software programs and online resources such as, but not limited to: Reflex Math,	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-5330-050-411	\$12,500.00				\$0.00				\$0.00	\$12,500.00
4) The technology assistant and identified teachers will work with staff on best practices	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Training will be provided for staff on use of instructional technology throughout the school	Schoolwide Reform Strategies	Reading & Math	Staff Dev Instructor (Stipend)	3-5330-050-197	\$3,000.00				\$0.00				\$0.00	\$3,000.00
6) Purchase classroom supplies and materials to enhance literacy and math achievement. <i>See below, you may include, but are not limited to:</i>	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-5330-050-411	\$23,472.96				\$0.00				\$0.00	\$23,472.96
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)						Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide parents with resources and strategies to help their child succeed successfully. Information will be provided through grade-level workshops, weekly folders, newsletters, and parent-teacher conferences.	1) Convene a Title I Annual public meeting. 5) Provide regular opportunities for parents to meet with school staff. 7) Develop School-Parent compacts. 10) Educate school personnel in the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; to implement and coordinate programs; and to build ties between parents and the school. 12) Ensure that information is clear and understandable for parents, translate as needed. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,000.00
14) "Literacy in Technology Night" facilitated by instructional staff.	5) Provide regular opportunities for parents to meet with school staff. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Parent - Instructor Stipend	3-5880-050-197	\$500.00				\$0.00				\$0.00	\$500.00
15) Host Technology Tips and Tidbits Sessions for parents.	9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	Reading & Math	Parent - Instructor Stipend	3-5880-050-197	\$500.00				\$0.00				\$0.00	\$500.00
													Subtotal #3:	\$53,472.96

## 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) Discipline Disparity B
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, increase the percentage of African-American male students represented in the Academically Gifted Program by 25% and decrease discipline referrals of African-American males equal to or less than the general school population.
<b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016, increase the percentage of African-American male students represented in the Academically Gifted Program by 25% and decrease discipline referrals of African-American males equal to or less than the general school population.
<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 number of underrepresented students participating in the Academically Gifted Program in Grades 3-5.

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 Grade 2 Talent Development Program with fidelity.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Continuation of Grade 3 building thinking skills lessons in the first semester.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Continuation and promotion of K-2 consultative services, which will be made easier with full-time AIG teacher for 2015 - 16.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Make the HOPE nomination form readily available in the school community.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Team for Academically Gifted (TAG) Team will be organized to facilitate progress towards our SIP goal as demonstrated by regular attendance and participation. (Representatives as follows: 1-K-2, 1-3rd, 1-4th, 1-5th, 1-ESL, counselor, admin., and the AG teacher).	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Develop and implement a highly effective incentive program to motivate students at all levels to achieve their highest potential, therefore changing how high achievers are perceived; similar to GCS "Cool to Be Smart" program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Establish clear and consistent criteria for student recognition programs and share these in advance with students and parents. Formal awards programs will be held at the end of each semester.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Purchase Agendas/Planners for grades 3-5 to assist with task management of assignments and project deadlines	Title I		\$895.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Staff will attend GCS sponsored African-American Male Symposium - June 2015..	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Professional development on differentiating instruction in the classroom with special attention given to adding rigor and higher level thinking skills activities to daily lessons.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) PLC PD will include topics related to integrating higher level thinking, questioning and problem solving components into daily lesson plans and units of study.	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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Parent Information Session for current 2nd graders	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Provide overview of HOPE nomination process	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) AIG Newsletters	Title I		\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Decrease the number of discipline referrals of African-American male students.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Revisit and revise specific practices based on PBIS model with special attention to identifying more relevant incentives for students in grades 3 - 5.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Review student discipline data monthly to identify trends and strategically place resources for students as well as staff support when necessary.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Provide intentional interventions for all students who reach three cumulative days of OSS in a semester.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Effectively provide Positive Behavioral Intervention Services (PBIS) Tier 2 and 3 interventions to students who are repeatedly disorderly or behaviorally inappropriate.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Create cross-cultural lessons, during PLCs, to be implemented in all classrooms throughout the school year.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Hold re-entry meetings for all students suspended more than two consecutive days.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Implement a male mentor program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Incorporate specific lessons and training for students in the areas of conflict resolution, team building and personal decision-making.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Implement an awards program that recognizes students that demonstrate exemplary behavior or improvements in behavior.	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
10) Staff will attend GCS sponsored African-American Male Symposium -June 2015.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Relationship Building PD	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Diversity Awareness (ethnic & cultural) PD	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Helping African-American Boys Succeed Workshop for parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Communicate school policy and procedures with parents (Connect-Ed, school newsletter, email, staff meeting, etc.)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00



IMPROVEMENT STRATEGY #3						
To help our students see beyond elementary school and set short/long-term goals						
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) Implement Grade-Level Universities and Classroom Degrees to promote goal long-term goal setting.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will display their degrees and credentials to promote attaining goals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) College Tours (5th Grade)	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
4) Middle and High School Tours (3rd & 4th Grade)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Upper-Grade Tours (K - 2nd Grade)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Partnerships with Northern High School and Canterbury students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Introduce a "Guest Speakers" program to inspire, motivate and encourage AA males to set academic and personal goals.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Counselor conduct Career Awareness Activities	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Global Awareness Training	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Staff will attend GCS sponsored African-American Male Symposium - June 2015	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Staff will attend COSEBOC annual conference.	Title I		\$4,000.00	\$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) Parent chaperones on college and high school tours	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Bulletin boards in Parent Resource Center and selected areas around the school.	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>						
AG Rosters, Lesson Plans, SWISS Data, PBIS minutes and agendas, SSP Data, Referral Data, OSS Data						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Analysis of SWIS Data, PBIS minutes and agendas, SSP Data, AG Screening Scores						

<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>
After reviewing our strategies for Priority Goal 2, several changes need to be made to reach our goals. PBIS appears to be working to reinforce positive behaviors in grades K-2. In 4th and 5th grade there was an abundance on office referrals from August to November. Conflict resolution emerged as a significant need for upper grade male students in particular. Referrals for K - 3 students were more representative of the general population and did not reflect a disproportionate number of African-American male cited for behavior violations. It is too early to determine whether grouping practices, special instructional sessions in 2nd grade by the AG teacher and differentiation will increase eligibility by the end of the school year. Initial DIBELS and TRC scores are encouraging.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
With the introduction of a formal "Check-In/Check-Out" program, there was a 20% decrease in the number of individual students being sent to the office for discipline related problems. This program did not appear to be working for three specific students, who combined, generated more discipline referrals than the rest of the student population. Specific interventions were adopted for these students with a hope that the referrals will decrease. The number of classes and students qualifying for PBIS recognition and celebrations continue to reflect more "buy-in" from grades K - 4, but not as much by 5th graders. No measureable data is currently available to track increased participation in AG related services. However, staff PD was offered on "higher level thinking skills" and differentiating instruction for the gifted learner. Upper grades did backward mapping activities to help students understand what needs to happen in order for them to attend collage. Fifth grade students were able to spend a day on the campus of NC A & T University. Three school-wide awards programs were held to celebrate student accomplishments/success in academic and character/behavior areas.
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
The impact of early intervention and development on AIG eligibility will be more evident after third graders complete the CogAt in September 2015. There is also a belief that the overall reading achievement scores in K - 2 (75% proficient) will contribute to increased performance on formal assessments, which should result in more students eligible for gifted services. A review of discipline data indicated that the percentage of AA referrals was consistent with the overall percentage of AA students. (62.07% to 63.46%) While this reflects a more equitable distribution, another data point identified an area that needs more attention. Specifically, the percent of total AA referrals was disproportionate when compared to the school totals. (62.07 to 71.57) The cause was linked to the fact that several students had multiple referrals throughout the year. Consequently, the focus for 2015 - 16 will be to enhance PBIS Tier 2 and 3 interventions/supports, use the IST referral process to support teachers and students, strengthen the mentoring program, teach conflict resolution and partner with parents to help change student behaviors.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
The data below serve as points of comparison over a three year period for the percent of students eligible for Iowa testing as well as the number of third graders qualifying for AIG services. Third Grade Screening (students taking the IOWA): *2013-2014: 36 students or 40% of grade level 2014-2015: 43 students or 41% of grade level 2015-2016: 48 students or 54% of grade level  Students AG Eligible at BOY: *2013-2014: 9 students 2014-2015: 25 students 2015-2016: 38 students *First year of "10%" AG Identification Protocol (3rd grade only) While the original goal was to increase AA Male AIG eligibility to address disparity issues, these no longer exist since the percentage of AIG AA Males is comparable to the general school population. Therefore, the focus has shifted to increasing the number of students who qualify for AIG services.  From August 24 - November 17, there have been 18 formal office discipline referrals. Eight were AA Females (44%), seven AA Males (39%), two Hisp. males (11%) and one Wh. Female (6%). Based on this data, the goal of reducing the disproportionality percentage of AA Male referrals is being met.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
<b>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).</b>
<b>Based upon identified results, should/how should strategies be changed?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
The PBIS program was not as successful with the upper grades in reducing discipline referrals for African-American males. The implementation of a comprehensive "Check-In/Check-Out" program in mid-December offers more support for upper grade students because for the personal connection than a more traditional PBIS format. We feel that the Cool to be Smart implementation, along with other motivators, will best contribute to positive behaviors in the upper grades. A partnership with A & T University and Bennett College is being pursued. Goal setting in the upper grades and looking to the future appears to motivate our students. We are also looking to switch some students, from one teacher to another, during instruction time to best meet their needs. Continued PD for staff to help them better understand the learning and social needs of African-American males will occur.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
Continued attention needs to be given to maintaining compliance and enthusiasm for PBIS and the "Check-In/Check-Out" programs currently in place. Students will be surveyed to help identify incentives that will motivate them to comply with PBIS expectations. Higher level thinking skills covered in training will be integrated into centers and instruction.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Continued attention needs to be given to maintaining compliance and enthusiasm for PBIS and the "Check-In/Check-Out" programs currently in place. Students will be surveyed to help identify incentives that will motivate them to comply with PBIS expectations. Higher level thinking skills covered in training will be integrated into centers and instruction.

<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
<p>As the data indicates, current instructional practices and strategies have contributed to an increase in the number of students qualifying for further AIG screening and the number of students receiving services. Recognizing that there are other students who do not qualify for services, but would benefit from enrichment, a "club" program has been introduced for selected students in grades 3 - 5. Art, drama, video production, book clubs and golf are being sponsored by staff on a small, pilot basis. The ultimate goal is to increase the number of activities to serve more students. (Academic connections to grade level learning objectives are incorporated into club activities.)</p> <p>Discipline data clearly reflects the effectiveness of current strategies, programs and practices. The overall number of formal office referrals continue to decrease when compared to 2014 - 15 rates and it will be critical to keep the PBIS initiatives/incentives relevant and staff participation high. Formal implementation of Tier II and III programs should reduce the number of repeat student referrals. Learning support interventions and enrichment programs, as noted elsewhere, will be continued. The more engaged and connected students feel, the less likely they are to engage in disruptive and inappropriate behavior. Continued attention to culturally relevant instruction and accompanying materials will continue to be an area of focus and a high priority.</p>
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

**2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B**

School Name: **McNair Elementary**  
 Principal: George Boschini  
 LEA Name/Number: Guilford County Schools (410)

School Number: **462**

Priority Area 2														
2B) Discipline Disparity B														
Improvement Strategy #1														
Increase the number of underrepresented students participating in the Academically Gifted Program in Grades 3-5.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Implementation of Grade 2 Talent Development Program with fidelity.	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Continuation of Grade 3 building thinking skills lessons in the first semester.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Continuation and promotion of K-2 consultative services, which will be made easier	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Make the HOPE nomination form readily available in the school community.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Team for Academically Gifted (TAG) Team will be organized to facilitate progress towards our SIP goal as demonstrated by regular attendance and participation. (Representatives as follows:1- K-2, 1-3rd, 1-4th, 1-5th, 1-ESL, counselor, admin., and the AG teacher).	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Develop and implement a highly effective incentive program to motivate students at all levels to achieve their highest potential, therefore changing how high achievers are perceived, similar to GCS "Cool to Be Smart" program.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Establish clear and consistent criteria for student recognition programs and share these in					\$0.00				\$0.00				\$0.00	\$0.00
8) Purchase Agendas/Planners for grades 3-5 to assist with task management of assignments and	Schoolwide Reform Strategies	Reading & Math	Supplies & Materials	3-5330-050-411	\$895.00				\$0.00				\$0.00	\$895.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) Staff will attend GCS sponsored African-American Male Symposium - June 2015.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Professional development on differentiating instruction in the classroom with special attention given to adding rigor and higher level thinking skills activities to daily lessons.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) PLC PD will include topics related to integrating higher level thinking, questioning and problem solving components into daily lesson plans and units of study.		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>	<b>Title I Parent Involvement Component</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Addresses Reading, Math, or Reading &amp; Math</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Parent Information Session for current 2nd graders	2) Offer a flexible number of meetings. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Provide overview of HOPE nomination process.	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) AIG Newsletters	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #1:</b>	<b>\$895.00</b>

Improvement Strategy #2														
Decrease the number of discipline referrals of African-American male students.														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Revisit and revise specific practices based on PBIS model with special attention to identifying	Schoolwide Reform Strategies	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Review student discipline data monthly to identify trends and strategically place resources for students as well as staff support when	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Provide intentional interventions for all students who reach three cumulative days of	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Effectively provide Positive Behavioral Intervention Services (PBIS) Tier 2 and 3	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Create cross-cultural lessons, during PLCs, to be implemented in all classrooms throughout the	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Hold re-entry meetings for all students suspended more than two consecutive days	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Implement a male mentor program.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Incorporate specific lessons and training for	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
9) Implement an awards program that recognizes students that demonstrate exemplary behavior or	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Staff will attend GCS sponsored African-American Male Symposium -June 2015.		Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Relationship Building PD		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Diversity Awareness (ethnic & cultural) PD		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Helping African-American Boys Succeed Workshop for parents	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Communicate school policy and procedures with parents (Connect-Ed, school newsletter, email, staff meeting, etc.)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, Connect-Ed, Parent Nights). 2) Offer a flexible number of meetings.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
Subtotal #2:													\$0.00	

Improvement Strategy #3														
To help our students see beyond elementary school and set short/long-term goals														
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Implement Grade-Level Universities and Classroom Degrees to promote goal long-term	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select budget category from drop down menu		\$0.00	\$0.00	
2) Teachers will display their degrees and credentials to promote attaining goals.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00			\$0.00	\$0.00	
3) College Tours (5th Grade)	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math	Field Trips	3-5330-050-333	\$1,500.00				\$0.00			\$0.00	\$1,500.00	
4) Middle and High School Tours (3rd & 4th Grade)	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math	Field Trips	3-5330-050-333	\$0.00				\$0.00			\$0.00	\$0.00	
5) Upper-Grade Tours (K - 2nd Grade)	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00			\$0.00	\$0.00	
6) Partnerships with Northern High School and Canterbury students	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00			\$0.00	\$0.00	
7) Introduce a "Guest Speakers" program to inspire, motivate and encourage AA males to set	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00			\$0.00	\$0.00	
8) Counselor conduct Career Awareness Activities	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			\$0.00				\$0.00			\$0.00	\$0.00	
9)					\$0.00				\$0.00			\$0.00	\$0.00	
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Global Awareness Training		Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11) Staff will attend CCS sponsored African-American Male Symposium - June 2015		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Staff will attend COSEBOC annual conference.		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$4,000.00				\$0.00				\$0.00	\$4,000.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parent chaperones on college and high school tours	19) Adopt and implement model approaches to improving parental involvement.	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Bulletin boards in Parent Resource Center and selected areas around the school.	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, Connected, Parent Nights).	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$5,500.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES							
<b>PLAN:</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).							
Priority Area 3	3B) Community/Parent Involvement B						
<b>*SMART Goal</b> *Specific, Measurable, Attainable, Results-Oriented, Timebound <b>Target Goal for 2014-15</b> (What goal must be reached to be on target to meet SMART goal?)	By June 2016, a minimum level of 60% of McNair families will participate in at least one PTA or school sponsored program during the school year. In addition, the total number of volunteer hours by community partners will increase by 50%.  By June 2016, a minimum level of 80% of McNair families will participate in at least one PTA or school sponsored program during the school year. In addition, the total number of volunteer hours by community partners will increase by 50%.						
GCS 2016 Strategic Plan Alignment	Area III: Parent, Family and Community						
<b>DO:</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).							
IMPROVEMENT STRATEGY #1							
Increase parental involvement and participation schoolwide							
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) Administration will facilitate further development of a Parent Resource Center .		Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
2) Alternate sites within the community will be identified and used for Parent/Teacher conferences.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) The Title I Committee will sponsor quarterly Make It/Take It Nights. (Literacy and Technology 1st semester and Math 2nd semester)		Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Schedule PTA Meetings in the community		Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Identify the different languages spoken by parents and then find ways communicate school information and student progress reports in these languages.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Establish parent support and interest groups in neighborhoods within the McNair attendance zone.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Coffee Talks will be held quarterly based on topics identified through parent surveys. INITIAL BUDGET LOAD		Title I		\$500.00	\$0.00	\$0.00	\$0.00
8) Ongoing technology training and support for families awarded computer systems in Spring 2015.				\$750.00	\$0.00	\$0.00	\$0.00
9) Identify a parent liaison from each classroom who will work teachers, PTA and Title I Ambassador to coordinate communication, volunteer activities and parent outreach.				\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) How to Conduct Parent-Teacher Conferences Workshop		Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Website development and maintenance to interface with GCS ParentLink app		Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)				\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement		Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.		Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Conduct parent workshops focused on teambuilding and partnering with schools.		Title I		\$500.00	\$0.00	\$0.00	\$0.00
14) Partner with PTA on Monthly Newsletter (multi-lingual format)		Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Partner with GCS Parent Academy-Parenting Support Workshops		Title I		\$500.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2						
Increase understanding and embrace the diversity found within the school community as a strength.						
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) Create a cultural calendar for teachers to use as the basis for classroom integration and parent participation.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Identify and purchase books reflecting the student diversity at McNair.	Title I		\$7,500.00	\$0.00	\$0.00	\$0.00
3) The counselor and social worker will facilitate a Peer Tutoring Program.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) The leadership team will explore implementation of various student clubs (including a Debate Team).	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) The counselor will create and facilitate classroom Guidance Lessons highlighting Social Skills and Conflict Resolution.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) The counselor will assist in the development of Team Building and Social Skill Lesson Plans for instructional purposes.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Each month a Schoolwide Character Education theme will be highlighted.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Each Grade-Level will embed a Service Learning Project into one curriculum unit that aligns with common core and/or essential standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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) Improving parent and community communication through cultural awareness and sensitivity.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Character Education	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Service Learning	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			
	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) PBIS Parent Communication	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Teambuilding with parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Behavior Management for Home' Workshops	Title I		\$0.00	\$0.00	\$0.00	\$0.00



IMPROVEMENT STRATEGY #3						
Establish and maintain community partnerships						
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) Utilize Northern High School Interns as mentors and tutors.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Network with area churches and form partnerships that will benefit McNair students, families, staff as well as members of the church community.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Maintain existing partnership with Canterbury School for tutoring and family support as well as Misseo Del and Reedy Fork Baptist churches.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Identify and develop a specific list of needs and opportunities as a first step to forming business partnerships.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Strengthen university/college partnerships with special attention being given to NC A & T University for interns, student teachers and mentors.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Develop partnerships with area cultural organizations.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Grant Writing Opportunities	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11)			\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Explore parent resources within the community	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Encourage school and classroom volunteering by developing a list of specific needs/opportunities.	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>						
Surveys, Parent/Student Questionnaires, PBIS Incentive Data, SWIS Data, Sign-in Logs						
<b>How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)</b>						
Surveys, Parent/Student Questionnaires, PBIS Incentive data, SWIS Data, Class Dojo Website/App, Parent Resource Center Sign-In Sheets						

<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>
Parent participation, as defined by conferences, Open House, Back to School Night, Field Trips, Family Movie Night, Volunteers, Curriculum Night, Winter Musical and Skate Night, have already exceeded the goal for 2014 - 15. There are some classrooms that have struggled to reach 40%, and these are specific to upper grades. Volunteer hours are showing a modest gain over last year, but more work is needed if the 25% increase is to be realized. Language differences continue to create challenges with notification and participation.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)</i>
Overall family participation has surpassed 60% for the year. Numerous opportunities beyond regular classroom teacher conferences were provided from December - March. These included: Winter Musical Concert, Donuts for Dads, Muffin for Mom, Read to Achieve Overview, Family Literacy Night, Coffee Talks with Administrators (2), 2nd Grade Wax Museum, Classroom Awards Programs, PTA Skate Nights, AG Overview, Northern Middle Units Night as well as individual classroom programs. In addition, approximately 103 families will be receiving donated computer systems thanks to a grant that was awarded to the school. Evening and weekend workshops will be held to help families take full advantage of the software programs included with the computers.
<i>Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)</i>
Approximately 75% of McNair families participated in at least one school sponsored activity outside of regular school hours. Specifically, 91% of families attended at least one conference, 39% signed up to receive real-time Class Dojo updates, 86% had phone contact with teachers, 323 family members attended a PTA multicultural festival, more than 400 people participated in the December musical performance. Parent Academy, Coffee Talks and similar parent outreach sessions met with varying levels of success.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)</i>
Parent Involvement has varied depending on the event/program. For example, 71% of families attended Open House prior to the start of school, but less than 25% returned to a Back to School program two weeks later. About 20% of families participated in a "Literacy Night" event done in conjunction with the PTA Book Fair. Parent/Teacher conferences being conducted at the end of the first quarter have ranged from 60% - 100% depending on the classroom/grade level.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, how/should strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)
<b>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).</b>
<b>Based upon identified results, should/how should strategies be changed?</b>
<i>Review 1 - 2014-15 (Based on results evidenced August through November, should/how strategies be changed?)</i>
After reflecting on curriculum events that were held in the evenings and the amount of parent participation, the team has decided on a number of modifications and changes to be made for upcoming curriculum nights. They are as follows: Provide full meals (not just refreshments or snacks, offer homework passes to students whose parents attend, hold a literacy night during the week of the school's book fair, have earlier start times for activities and events, increase advertising and give more advanced notices about upcoming events, seek solutions for those families in need of transportation to and from the school. We will also work in accordance with a Service Learning project to provide each student that attends the Literacy night a "Free" book. An active recruitment initiative is needed to get more volunteers in the school. Developing a specific list of volunteer tasks might make it easier for families to participate because they can select an area of interest or expertise.
<i>Review 2 - 2014-15 (Based on results evidenced December through February, should/how strategies be changed?)</i>
The level of parent involvement continues to increase, so the goal is to maintain the strategies currently in place while offering several more programs through the end of the year. Given the diversity found within the school community, the PTA will be sponsoring a "Multicultural Festival" later in April that will recognize and celebrate the many countries and cultures represented at McNair. This will be done during the school day and culminate with an evening program and festival. Partnerships with two churches will continue to be strengthened in hopes of increasing staff morale, supporting families in need and enhancing the overall appearance of the school building and grounds.
<i>Review 3 - 2014-15 (Based on results evidenced March through June, should/how strategies be changed?)</i>
Continue strategies and practices implemented in 2014 - 15. In addition, surveys will be conducted earlier in the year to help identify parents needs/interests, which will be used for event planning.
<i>Review 1 - 2015-16 (Based on results evidenced August through November, should/how strategies be changed?)</i>
More attention will be given varying the days when evening events are offered, with consideration for other demands/responsibilities facing families. A more personal approach has to be developed when communicating and inviting families to participate. Emails, flyers and phone messages are too impersonal in nature and fail to capitalize on the relationships being established. (The two events with the most participation, Open House and Parent/Teacher conferences, included personal phone calls and notes.) Another strategy that needs more attention is to find ways to survey parents to better identify their needs. This will be done in conjunction with parent and grandparent breakfast events as well as during the Winter Concert, all events where attendance is high. With an increase in parent involvement, more opportunities will present themselves for increasing the number of volunteers. Specific needs must be identified so volunteers have choices and can feel comfortable and confident about their work.
<i>Review 2 - 2015-16 (Based on results evidenced December through February, should/how strategies be changed?)</i>
(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

School Name: **McNair Elementary**  
Principal: George Boschini  
LEA Name/Number: Guilford County Schools (410)

School Number: **462**

## Priority Area 3

3B) Community/Parent Involvement B

## Improvement Strategy #1

Increase parental involvement and participation schoolwide

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Administration will facilitate further development of a Parent Resource Center.	Schoolwide Reform Strategies	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$1,000.00	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,000.00
2) Alternate sites within the community will be identified and used for Parent/Teacher		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) The Title I Committee will sponsor quarterly Make It/Take It Nights, Literacy and	Activities for children experiencing difficulty	Reading & Math	Supplies & Materials	3-5330-050-411	\$0.00				\$0.00				\$0.00	\$0.00
4) Schedule PTA Meetings in the community		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Identify the different languages spoken by parents and then find ways to communicate.		Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
6) Establish parent support and interest groups in neighborhoods within the McNair attendance		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Coffee Talks will be held quarterly based on topics identified through parent surveys.		Reading & Math	Parent - Other Food Purchases	3-5880-050-459	\$500.00				\$0.00				\$0.00	\$500.00
8) Ongoing technology training and support for families awarded computer systems in Service.					\$750.00				\$0.00				\$0.00	\$750.00
9) Identify a parent liaison from each classroom who will work teachers, PTA and Title I.					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) How to Conduct Parent-Teacher Conferences Workshop			Select budget category from drop down menu		\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Website development and maintenance to interface with GCS ParentLink app					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Conduct parent workshops focused on teambuilding and partnering with schools.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Partner with PTA on Monthly Newsletter (multi-lingual format)	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$0.00				\$0.00				\$0.00	\$0.00
15) Partner with GCS Parent Academy-Parenting Support Workshops	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$500.00				\$0.00				\$0.00	\$500.00
Subtotal #1:													\$2,750.00	

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

## Improvement Strategy #2

Increase understanding and embrace the diversity found within the school community as a strength.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Create a cultural calendar for teachers to use as the basis for classroom integration and	Schoolwide Reform Strategies	Reading & Math			\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
2) Identify and purchase books reflecting the student diversity at McNair.	Schoolwide Reform Strategies	Reading	Library Books	3-5330-050-414	\$7,500.00				\$0.00				\$0.00	\$7,500.00
3) The counselor and social worker will facilitate a Peer Tutoring Program.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) The leadership team will explore implementation of various student clubs	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) The counselor will create and facilitate classroom guidance lessons highlighting	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) The counselor will assist in the development of Team Building and Social Skills Lesson Plans	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Each month a Schoolwide Character Education theme will be highlighted	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Each Grade-Level will embed a Service Learning Project into core curriculum	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
<b>Professional Development Action Steps</b> (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Improving parent and community communication through cultural awareness and sensitivity.		Reading & Math	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Character Education		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Service Learning		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
<b>Parent Involvement Action Steps</b>	<b>Title I Parent Involvement Component</b>	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) PBIS Parent Communication	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans.	Reading & Math	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Teambuilding with parents	17) Train parents to enhance the involvement of other parents. (OPTIONAL)	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) Behavior Management for Home/ Workshops	9) Provide materials and training to help parents work with their children to improve achievement.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													<b>Subtotal #2:</b>	<b>\$7,500.00</b>

# 2015-16 TITLE I SCHOOLWIDE WORKSHEET 3B

Improvement Strategy #3

Establish and maintain community partnerships

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1				#2				#3				Total Federal Funding for Action Step
		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Utilize Northern High School Interns as mentors and tutors.	Schoolwide Reform Strategies	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
2) Network with area churches and form partnerships that will benefit McNair students, families, staff as well as members of the church community.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Maintain existing partnership with Canterbury School for tutoring and family support as well as Missoe Dei and Reedy Fork.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Identify and develop a specific list of needs and opportunities as a first step to forming business partnerships.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Strengthen university/college partnerships with special attention being given to NC A & T University for interns, student teachers and mentors.	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Develop partnerships with area cultural organizations.	Coordination & Integration of Federal, State, and Local Services	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Grant Writing Opportunities		Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
11)					\$0.00				\$0.00				\$0.00	\$0.00
12)					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Explore parent resources within the community	21) Develop appropriate roles for community-based organizations and businesses in parent involvement activities. (OPTIONAL)	Reading & Math	Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00		Select budget category from drop down menu		\$0.00	\$0.00
14) Encourage school and classroom volunteering by developing a list of specific needs/opportunities.	11) Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$0.00

# 2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **McNair Elementary**  
Principal: George Boschini  
LEA: Guilford County Schools (410)

School Number: **462**

PRC 050 Allocation	\$150,052.25
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Parent Involvement Set-Aside
\$3,139.25
Budgeted Parent Involvement
\$11,500.00
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$4,407.39
Budgeted Professional Development
\$19,186.81
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	462 Salary - Social Worker	\$0.00
	3-5320-050-181-	462 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	462 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	462 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	462 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	462 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	462 Salary - Teacher	\$40,227.00
PD	3-5330-050-125-	462 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	462 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	462 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	462 Salary - Tutor (Daytime)	\$26,547.50
	3-5330-050-144-	462 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	462 Salary - Substitute Pay (NOT Professional Development)	\$464.47
PD	3-5330-050-163-	462 Salary - Substitute Pay (Professional Development)	\$2,786.81
	3-5330-050-181-	462 Payroll - Supplementary Pay (5330)	\$5,302.65
	3-5330-050-184-	462 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	462 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	462 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	462 Staff Dev Instructor (Stipend)	\$3,000.00
	3-5330-050-211-	462 Payroll - Social Security/FICA (5330)	\$5,992.12
	3-5330-050-221-	462 Payroll - Retirement (5330)	\$7,604.60
	3-5330-050-231-	462 Payroll - Hospitalization Ins. (5330)	\$8,218.50
	3-5330-050-311-	462 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	462 Staff Dev/Workshop Expenses**	\$13,400.00
	3-5330-050-314-	462 Printing & Binding	\$0.00
	3-5330-050-326-	462 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	462 Field Trips	\$1,500.00
PD	3-5330-050-352-	462 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	462 Membership Dues & Fees	\$0.00
	3-5330-050-411-	462 Supplies & Materials	\$40,489.76
	3-5330-050-414-	462 Library Books	\$7,500.00
	3-5330-050-418-	462 Computer Software & Supplies	\$12,500.00
	3-5330-050-461-	462 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	462 Computer Equipment	\$0.00
	3-5330-050-541-	462 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	462 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	462 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	462 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	462 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	462 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	462 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	462 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	462 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	462 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	462 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	462 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	462 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	462 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	462 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	462 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	462 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	462 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	462 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	462 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	462 Parent - Instructor Stipend	\$1,000.00
	3-5880-050-211-	462 Payroll - Social Security/FICA (5880)	\$76.50
	3-5880-050-221-	462 Payroll - Retirement (5880)	\$156.70
	3-5880-050-231-	462 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	462 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	462 Parent - Professional Development	\$4,500.00
PI	3-5880-050-342-	462 Parent - Postage	\$0.00
PI	3-5880-050-411-	462 Parent - Supplies & Materials	\$4,500.00
PI	3-5880-050-459-	462 Parent - Other Food Purchases	\$1,500.00
	3-6550-050-331-	462 Pupil Transportation - Contracted	\$0.00

\$187,266.61	TOTAL BUDGET
(\$37,214.36)	DIFFERENCE
(red)=overbudget	
black=underbudget/balanced	
\$67,578.07	Position Total
\$119,688.54	Non-Position Total

\$166,399.36

\*\*Staff Development/Workshop Expenses Subcodes:

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

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

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

## 2014-16 SCHOOL SAFETY CHECKLIST

**School Name:**

**McNair Elementary**

**School Number: 462**

**School Address:**

4603 Yanceyville Rd., Browns Summit, NC 27214

**Principal:**

George Boschini

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Monique Wallace, Laura Matkins	Annually	10/4/2014, 10/6/15
Pre-Crisis Checklist	George A. Boschini	Annually	9/10/2014, 9/16/15
After Hours Emergency Contact List	George A. Boschini	Annually	9/10/2014, 9/24/15
Register Principal for Sex-Offender Registry Notifications	George A. Boschini	Annually	Ongoing
Diabetic Training for Staff	Cassandra Dorsey, Ronda Campbell	Annually	10/15/2014, 9/16/15
Distribute/Explain Crisis Plan to Staff	George A. Boschini, Monique Wallace	Annually	8/21/2014, 8/20/15
Distribute/Explain Code of Conduct	George A. Boschini, Monique Wallace	Annually	8/26/2014, 9/25/15
Tornado Drill	George A. Boschini, Monique Wallace	Annually	3/3/2015
Conduct Student Safety Perception Survey	Kim Fuquay, 4th Grade Teachers	Annually	Apr-15
Train staff on Emergency Notification Network deployment	George A. Boschini, Monique Wallace	Annually	8/21/2014, 8/21/15
Lock-down Drills	George A. Boschini, Monique Wallace	Bi-Annually	9/22/2014, 02/09/2015, 9/01/15
Safety Inspection	Brian Joe	Bi-Annually	9/13/2014, 9/18/15
Alternate Route Fire Drill	George A. Boschini	Bi-Annually	10/28/2014, 02/25/2015, 10/23/15
Playground Inspection	David Cranor	Bi-Annually	8/22/2014, 02/09/2015, 8/21/15
Fire Drill / Sanitation Inspection	George A. Boschini	Monthly	8/26, 8/28, 9/23, 10/28, 11/24, 12/18, 1/21, 2/25, 3/31, 4/21, 5/26, 6/18, 7/15, 8/26, 8/27, 9/28, 10/23
Fire Extinguishers Inspection	Brian Joe	Monthly	8/11, 9/11, 10/20, 11/24, 12/14, 1/16, 2/25, 3/17, 4/23, 5/20, 6/18, 7/13, 8/11, 9/29, 10/23, 11/17
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Monique Wallace	Monthly	ongoing
Automated External Defibrillator (AED) Inspection	Vicki Plott, Patricia Peters	Monthly	8/14, 9/9, 10/7, 11/5, 12/2, 1/9, 2/6, 3/6, 4/3, 5/1, 6/5, 7/9, 8/13, 9/11, 10/9, 11/13
Discipline Incidents in PowerSchool	George A. Boschini, Monique Wallace	Ongoing	
Volunteer Background Checks	Erika Johnson	Ongoing	
Monitor Visitor Check-In	Erika Johnson, Trudy Delling, Laura Matkins	Ongoing	
Monitor Arrival and Dismissal of Students	Erika Johnson, Trudy Delling, Laura Matkins	Ongoing	
Monitor Sex Offender Registry	George A. Boschini, Erika Johnson	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	George A. Boschini, Monique Wallace	Ongoing	

## RESOURCE MATERIALS

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



## McNAIR 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	40,227.00		5,131.11	35,095.89
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	1,064.50		0.00	1,064.50
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	8,786.90		0.00	8,786.90
PAYROLL - BONUS PAYMENT	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	5,302.70		1,662.39	3,640.31
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	1,333.00	0.00	0.00	1,333.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	4,367.33		500.47	3,866.86
PAYROLL - RETIREMENT 5330	3-5330-050-221	7,127.82		627.21	6,500.61
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	6,184.70		672.18	5,512.52
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	4,343.12	400.00	0.00	3,943.12
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	1,500.00	0.00	0.00	1,500.00
TUITION FEES	3-5330-050-352	141.51	0.00	0.00	141.51
MEMBERSHIP DUES & FEES	3-5330-050-361	400.00	0.00	0.00	400.00
SUPPLIES & MATERIALS	3-5330-050-411	39,344.21	4,584.40	23,026.36	11,733.45
LIBRARY BOOKS	3-5330-050-414	6,979.28	929.82	868.29	5,181.17
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	1,814.09	1,814.09	0.00	(0.00)
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	13,322.40	13,322.40	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	1,000.00	0.00	0.00	1,000.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	4,498.00	0.00	0.00	4,498.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,940.69	1,910.69	30.00	(0.00)
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	150,052.25	22,961.40	32,518.01	94,572.84
					94,572.84
PAYROLL TOTALS	44	74,768.95	0.00	8,593.36	66,175.59
NON-PAYROLL TOTALS	20	75,283.30	22,961.40	23,924.65	28,397.25
TOTAL	64	150,052.25	22,961.40	32,518.01	94,572.84