



Low Performing School Addendum

School Location: **Murphey Traditional Academy**

Insert goals from your School Improvement Plan and modify if needed to address proficiency and/or growth. Your School Improvement Plan and the Low Performing School Addendum will be submitted to the School Board and NCDPI for approval.

- Goal 1: By June 2016, Murphey Traditional Academy will increase literacy achievement among 3rd-5th grade students as identified by the NC EOG reading test from 35.1% to 58.2% with a specific focus on reducing the achievement disparity between SWD subgroup and all students from 10.7% to 38.8%.
- Goal 2: By June 2016, Murphey Traditional Academy will increase math proficiency among 3rd-5th graders as identified by the NC EOG math test from 29.1% to 63.8% with a specific focus on reducing the achievement disparity between SWD subgroup and all students from 5% to 38.8%.
- Goal 3: By June 2016, Murphey Traditional Academy will increase science proficiency Among 5th grade students as identified by the NC EOG science test from 34.2 % to 56.4%.

Regional Support:

The regional office will provide

- Frequent team walk-thru visits and feedback to principal about the quality of observed instruction and the alignment to curriculum standards and pacing expectations.
- On site coaching of principal, curriculum facilitator, and identified teachers (as requested and pending resource availability).
- Provide four professional development Foundation sessions for 2nd and 3rd grade classroom teachers.

Central Office Support:

Central Office based Curriculum and Instruction staff has prioritized standards and revised pacing guides in tested subjects and grades based on NCDPI test specifications. This creates more targeted

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

2014-16 SCHOOL IMPROVEMENT PLAN

School Name	Murphey Elementary	School Number	478
School Address	2306 Ontario Street, Greensboro, NC 27403		
Principal	Cynthia Brown		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	18-Aug-14		
Date of Last Review/Update	19-Nov-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement
Vision
Loving to Learn, Learning to Lead, Leading the Future
Mission Statement
Murphey Traditional Academy will lead by example in order to motivate and educate our students to become productive, global citizens with respect for diversity.

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Cynthia Brown		
Curriculum Facilitator	Vanessa Thomas	28-May-15	2014-2016
Instructional Staff Representative	Lisa Crenshaw	28-May-15	2014-2016
Instructional Support Staff Representative	Melissa Wilson	28-May-15	2014-2016
Teacher Assistant Representative	Melissa Wilson	28-May-15	2014-2016
Parent Representative	Carmen McVay	31-May-15	2/15/2016
Instructional Staff Representative	Natalie Harris	28-May-15	2014-2016
Parent Representative	Kechia Cofield	5/31/2015	2015-2016
Instructional Staff Representative	Daphne McLaurin	28-May-15	2014-2016
Instructional Staff Representative	Deena Smith	28-May-15	2015-2017
Instructional Staff Representative	Jennifer Cassidy	28-May-15	2015-2017
Instructional Staff Representative	Beth Crumley	28-May-15	2015-2017
Instructional Staff Representative	Tiffany Littlejohn	28-May-15	2014-2016
Parent Representative	Lakeitha McIntosh	5/3-15	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

410478

Murphey Traditional Academy

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	40.3	46.3	52.2	58.2	64.2	70.2
AMERICAN INDIAN						
ASIAN	50.0	55.0	60.0	65.0	70.0	75.0
BLACK	39.2	45.3	51.4	57.4	63.5	69.6
HISPANIC	23.5	31.2	38.8	46.5	54.1	61.8
2 OR MORE RACES	50.0	55.0	60.0	65.0	70.0	75.0
WHITE	54.5	59.1	63.6	68.2	72.7	77.3
EDS	35.2	41.7	48.2	54.6	61.1	67.6
LEP	8.3	17.5	26.6	35.8	45.0	54.2
SWD	12.5	21.3	30.0	38.8	47.5	56.3
AIG	86.7	88.0	89.4	90.7	92.0	93.4
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	48.3	53.5	58.6	63.8	69.0	74.2
AMERICAN INDIAN						
ASIAN	62.5	66.3	70.0	73.8	77.5	81.3
BLACK	49.0	54.1	59.2	64.3	69.4	74.5
HISPANIC	35.3	41.8	48.2	54.7	61.2	67.7
2 OR MORE RACES	37.5	43.8	50.0	56.3	62.5	68.8
WHITE	45.5	51.0	56.4	61.9	67.3	72.8
EDS	42.2	48.0	53.8	59.5	65.3	71.1
LEP	16.7	25.0	33.4	41.7	50.0	58.4
SWD	12.5	21.3	30.0	38.8	47.5	56.3
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	37.7	43.9	50.2	56.4	62.6	68.9
AMERICAN INDIAN						
ASIAN						
BLACK	43.2	48.9	54.6	60.2	65.9	71.6
HISPANIC	5.0	14.5	24.0	33.5	43.0	52.5
2 OR MORE RACES	40.0	46.0	52.0	58.0	64.0	70.0
WHITE	33.3	40.0	46.6	53.3	60.0	66.7
EDS	34.6	41.1	47.7	54.2	60.8	67.3
LEP						
SWD	11.1	20.0	28.9	37.8	46.7	55.6
AIG	95.0	95.5	96.0	96.5	97.0	97.5

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

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

Our 2013-2014 and 2014-15 data indicates that we don't have disproportionality with African-American students. DIBELS Assessment data shows that of the students who began the year well below benchmark (red), 56% of them moved to benchmark (green) or below benchmark (yellow). Our fourth grade students with disabilities showed improvement in reading as we had less than 5% proficient in 2014 and 23% proficient in 2015.

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

Our DIBELS data shows 68% have benchmark readiness skills and our TRC data shows 45% of our students are reading on grade level. However, we our EOG reading scores indicate that we have 35% of our students proficient. While we need to grow in reading in total, we also need to close the gap among reading assessments.

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

We need more foundational data in math since the only data we have tracked has been EOGs and interims. We will consider adding math screeners or common assessments. Since DIBELS and TRC assessment are required to be administered by a team, we need to retrain and make sure we have assessment fidelity.

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

Priority Area 1:

1B) Literacy and disproportionality between SWD and All Students.

Priority Area 2:

2B) Math and disproportionality between SWD and All Students

Priority Area 3:

3B)

Priority Area 4:

4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES							
PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).							
Priority Area 1	1B) Literacy and disproportionality between SWD and All Students.						
*SMART Goal *Specific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-Oriented, <u>T</u> imebound Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Murphey Traditional Academy will increase literacy achievement among 3rd-5th grade students as identified by the NC EOG reading test from 41% to 58.2% with a specific focus on reducing the achievement disparity between SWD subgroup and all students from 9.1% to 38.8%.						
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning						
DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).							
IMPROVEMENT STRATEGY #1							
Schoolwide focus on Guided Reading, reading comprehension, and interventions based on most current data.							
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. Regularly analyze TRC and DIBELS data in PLC to allow for flexible guided reading groups (renew subscription)		Title I		\$1,750.00	\$0.00	\$0.00	\$0.00
2. A Leveled Literacy Intervention reading specialist (50%) will work with grades 1-3 to provide interventions based on need.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
3. Build schedule to support Guided Reading, including classroom and special subject teachers, assistants, and CF Push-In but that also allows for consistency for students.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
4. Utilize Guided Reading and Leveled Literacy Intervention materials in areas of high need.		Title I		\$11,942.11	\$0.00	\$0.00	\$0.00
5. Utilize technology tools as a resource to enhance instruction and engagement for students		Title I		\$0.00	\$0.00	\$0.00	\$1,600.00
6 Utilize Level 3 Foundations for Transitional 4th grade students		Title I		\$0.00	\$0.00	\$0.00	\$0.00
7 Provide direct vocabulary instruction based on current research		Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will have access to Reading A-Z in order to differentiate literacy instruction.		Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Strengthen word study by connecting to Latin instruction of stems, affixes, and word parts		Magnet Title I		\$0.00	\$0.00	\$0.00	\$4,000.00
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) Guided Reading training will be provided as needed.		Title I		\$500.00	\$0.00	\$0.00	\$0.00
11) DIBELS and TRC training will be provided as needed.		Title I		\$500.00	\$0.00	\$0.00	\$0.00
12) Unwrapping the standards sessions to increase understanding of standards and improve differentiation strategies.		Title I		\$500.00	\$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) The Social Worker and Curriculum Facilitator will coordinate multiple parent engagement opportunity including, Murphey Literacy Event(s): Family Literacy Festival to share literacy information and make and take activities.		Title I		\$709.93	\$0.00	\$0.00	\$0.00
14)		Title I		\$500.00	\$0.00	\$0.00	\$0.00
15) Annual Title I Meeting/Open House: September 24		Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Incorporate Paideia Seminar plans (reading, writing, speaking, listening) in all classes.

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) Incorporate Paideia Seminars into GCS Character Development traits bi-month for every student.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Each grade level will implement Paideia Seminar cycle for one literacy/social studies/ math/ or science unit bi-monthly.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use CCSS and GCS pacing guide to incorporate complete literacy cycle into each Paideia Seminar for all students.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Share information about Magnet focus on Paideia with parents, families, and community	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Kindergarten transition to teach parents about reading and math expectations for kindergarteners; make and take activities	Magnet Title I		\$0.00	\$0.00	\$0.00	\$1,200.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Paideia Seminar refresher by teacher leaders	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Sub pay for highly qualified Title I teachers	Title I		\$900.00	\$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) Paideia Seminar night for parents and students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Tied Up Tuesday and Pearls for Girls: Opportunities for fathers/sons and mothers/daughters to learn together about academic and character skills.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
IMPROVEMENT STRATEGY #3						
Provide high quality core instruction for at least 120 minutes/day for all students.						
Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) All students will receive Foundations (K-3) and Words Their Way (4-5) daily. Incorporate One-Stop Word Shop into 3rd grade to directly teach Tier 2 vocabulary.	Title I		\$1,000.00	\$0.00	\$0.00	\$0.00
2) All students will receive 135 minutes/week of writing instruction every week or 30 minutes daily.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Unwrap priority standards to make sure instruction and assessment align to the standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Apply strategies to identify giftedness in students	Title I		\$500.00	\$0.00	\$0.00	\$0.00
5) Provide and utilize a Curriculum Facilitator to provide training, coaching and modeling for classroom teachers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Provide and utilize a Social Worker to assist with student and family relationships and communication	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Utilize interactive white board technology in six classrooms to enhance instructional effectiveness.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Utilize the GCS instructional framework to make sure we are effectively using all parts of the model.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Integrate writing across the curriculum and varied levels of questions into all lessons.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Foundations training for new staff and as needed.	Title I		\$175.00	\$0.00	\$0.00	\$0.00
11) Continue Writing instruction training	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Provide vocabulary instruction training			\$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)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Kindergarten transition to teach parents about reading and math expectations for kindergarteners; make and take activities	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Develop a student parent compact outlining how parents and students share responsibility with the teacher in literacy learning.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
1. Walk through data 2. DIBELS and TRC data. 3. Common assessments. 4. Review of lesson plans by principal and CF.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						
MOY and EOY data should show significant growth from BOY overall, as well in subgroups. Progress Monitoring will be conducted regularly. We will identify and follow EC students, as well as those who are/were identified as LEP.						

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

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

1) Continue to support high quality Guided Reading time with teacher and at stations. 2) Use 072 funds to hire a part-time ELA tutor to work with grades 2 and 3. 3) Incorporate data analysis into PLC's and review lessons to look for plans based on data revelations. 4) Use 072 funds to purchase Guided Reading books at December sale.

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

1) Thorough data analysis in PLC's continuing. 2) Increase hours of part-time tutor. 3) Increase support of substitute in 4th grade Transition class; rearrange schedules to allow for team-teaching with assistant, other 4th grade teacher, CF. 4) Student-led parent conferences for all 3rd, 4th, and 5th graders based on all data points available; goals set & shared with parents for end of year improvement. 5) School-wide reading homework practices aligned with TRC/EOG standards. 6) Adjust writing/science block to allow time for increased reading interventions until testing with science instruction afterwards; science texts used during guided reading. 7) Monthly sessions with 3rd graders and parents to prep for EOG.

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

Our 2013-2014 and 2014-15 data indicates that we don't have disproportionality with African-American students. DIBELS Assessment data shows that of the students who began the year well below benchmark (red), 56% of them moved to benchmark (green) or below benchmark (yellow). Our fourth grade students with disabilities showed improvement in reading as we had less than 5% proficient in 2014 and 23% proficient in 2015. Our DIBELS data shows 68% have benchmark readiness skills and our TRC data shows 45% of our students are reading on grade level. However, we our EOG reading scores indicate that we have 35% of our students proficient. While we need to grow in reading in total, we also need to close the gap among reading assessments. We need more foundational data in math since the only data we have tracked has been EOGs and interims. We will consider adding math screeners or common assessments. Since

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

Our ELA post assessment data shows that all classes are performing higher than 58.2% proficient except 4th and 5th grades. DIBELS data shows 62% of our students performing at benchmark. TRC data shows 27% are performing at or above benchmark.

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

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

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

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

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

1) Continue to support high quality Guided Reading time with teacher and at stations. 2) Use 072 funds to hire a part-time ELA tutor to work with grades 2 and 3. 3) Incorporate data analysis into PLC's and review lessons to look for plans based on data revelations. 4) Use 072 funds to purchase Guided Reading books at December sale.

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

1) Thorough data analysis in PLC's continuing. 2) Increase hours of part-time tutor. 3) Increase support of substitute in 4th grade Transition class; rearrange schedules to allow for team-teaching with assistant, other 4th grade teacher, CF. 4) Student-led parent conferences for all 3rd, 4th, and 5th graders based on all data points available; goals set & shared with parents for end of year improvement. 5) School-wide reading homework practices aligned with TRC/EOG standards. 6) Adjust writing/science block to allow time for increased reading interventions until testing with science instruction afterwards; science texts used during guided reading. 7) Monthly sessions with 3rd graders and parents to prep for EOG.

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

See above strategies/action steps

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

2nd and 3rd grade teachers are participating in Foundations training and GCS learning conference
Guided reading re-training in all grade levels
Instruction focused on comprehension particularly on evidence based responses in 4th and 5th grades; for example teaching the rubric to them, specific response frameworks
Incorporate Foundations vocabulary into guided reading session in 2nd grade
Use graphic organizers to record learning
Use a variety of data sources and strategies across curriculum to drive instructional decisions and differentiation
Provide training in the best practices for vocabulary instruction

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

School Name:	Murphey Elementary	School Number:	478
Principal:	Cynthia Brown		
LEA Name/Number:	Guilford County Schools (410)		

Priority Area 1

1B) Literacy and disproportionality between SWD and All Students.

Improvement Strategy #1

Schoolwide focus on Guided Reading, reading comprehension, and interventions based on most current data.

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. Regularly analyze TRC and DIBELS data in PLC to allow for flexible guided reading groups (renew subscription)	Including teachers in decisions regarding the use of assessments	Reading	Supplies & Materials	3-5330-050-411	\$1,750.00	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$1,750.00
2. A Leveled Literacy Intervention reading specialist (50%) will work with grades 1-3 to provide interventions based on need.	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3. Build schedule to support Guided Reading, including classroom and special subject teachers, assistants, and CF Push-In but that also allows for consistency for students.	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
4. Utilize Guided Reading and Leveled Literacy Intervention materials in areas of high need.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$11,942.11				\$0.00				\$0.00	\$11,942.11
Newly hired teachers will attend Right Start orientation for new teachers.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6 Utilize Level 3 Foundations for Transitional 4th grade students	Activities for children experiencing difficulty	Reading							\$0.00				\$0.00	\$0.00
7 Provide direct vocabulary instruction based on current research	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers will have access to Reading A-Z in order to differentiate literacy instruction.	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
9) Strengthen word study by connecting to Latin instruction of stems, affixes, and word parts	Select from drop down menu	Reading			\$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) Guided Reading training will be provided as needed.		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$500.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$500.00
11) DIBELS and TRC training will be provided as needed.		Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$500.00				\$0.00				\$0.00	\$500.00
12) Unwrapping the standards sessions to increase understanding of standards and improve differentiation strategies.		Reading							\$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
Title I Parent Involvement Component														

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B														
13) The Social Worker and Curriculum Facilitator will coordinate multiple parent engagement opportunity including, Murphey Literacy Event(s): Family Literacy Festival to share literacy information and make and take activities.	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff. 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. 12) Ensure that information is clear and understandable for parents, translate as needed. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 5) Provide regular opportunities for parents to meet with school staff. 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. 12) Ensure that information is clear and	Reading	Parent - Supplies & Materials	3-5880-050-411	\$709.93	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	\$709.93
14)	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 10) Educate school personnel in the value and	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	\$500.00				\$0.00				\$0.00	\$500.00
15) Annual Title I Meeting/Open House: September 24	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 1) Convene a Title I Annual public meeting.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$15,902.04

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Incorporate Paideia Seminar plans (reading, writing, speaking, listening) in all classes.

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) Incorporate Paideia Seminars into GCS Character Development traits bi-monthly for every student.	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) Each grade level will implement Paideia Seminar cycle for one literacy/social studies/ math/ or science unit bi-monthly.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Use CCSS and GCS pacing guide to incorporate complete literacy cycle into each Paideia Seminar for all students.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Share information about Magnet focus on Paideia with parents, families, and community	Select from drop down menu	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Kindergarten transition to teach parents about reading and math expectations for kindergarteners; make and take activities	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6)	Transition Activities (PreK-K; 5th-6th; 8th-9th)	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) Paideia Seminar refresher by teacher leaders		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) Sub pay for highly qualified Title I teachers		Reading & Math	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$900.00				\$0.00				\$0.00	\$900.00
12)									\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps		Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Paideia Seminar night for parents and students	2) Offer a flexible number of meetings.	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) Tied Up Tuesday and Pearls for Girls: Opportunities for fathers/sons and mothers/daughters to learn together about academic and character skills.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$900.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Provide high quality core instruction for at least 120 minutes/day for all 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) All students will receive Foundations (K-3) and Words Their Way (4-5) daily. Incorporate One-Stop Word Shop into 3rd grade to directly.	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$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
2) All students will receive 135 minutes/week of writing instruction every week or 30 minutes daily.	Instruction by Highly Qualified Teachers	Reading			\$0.00				\$0.00				\$0.00	\$0.00
3) Unwrap priority standards to make sure instruction and assessment align to the standards.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers will have access to Reading A-Z in order to differentiate literacy instruction.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	\$500.00				\$0.00				\$0.00	\$500.00
5) Provide and utilize a Curriculum Facilitator to provide training, coaching and modeling for classroom teachers.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Provide and utilize a Social Worker to assist with student and family relationships and communication	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Utilize interactive white board technology in six classrooms to enhance instructional effectiveness.	Schoolwide Reform Strategies	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Utilize the GCS instructional framework to make sure we are effectively using all parts of the model.	Instruction by Highly Qualified Teachers	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
9) Integrate writing across the curriculum and varied levels of questions into all lessons.	Instruction by Highly Qualified Teachers	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) Foundations training for new staff and as needed.		Reading				Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Continue Writing instruction training		Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Provide high quality substitutes for certified Title I teacher and for Right Start training		Reading & Math							\$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)	4) Provide timely information to parents through various methods. (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 9) Provide materials and training to help parents work with their children to improve achievement. 2) Offer a flexible number of meetings.	Reading	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
14) Kindergarten transition to teach parents about reading and math expectations for kindergarteners; make and take activities	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 6) Provide for parent comments and feedback on the content of the schoolwide program plan.	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
15) Develop a student parent compact outlining how parents and students share responsibility with the teacher in literacy learning.	7) Develop School-Parent compacts.	Reading			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$1,500.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

Priority Area 2	2B) Math and disproportionality between SWD and All Students
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, Murphey Traditional Academy will increase math proficiency among 3rd-5th graders as identified by the NC EOG math test from 37.8% to 63.8% with a specific focus on reducing the achievement disparity between SWD subgroup and all students from 5% to 38.8%.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning
DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).	

IMPROVEMENT STRATEGY #1

Provide high quality math instruction to all 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) Differentiate instruction based on students' need for problem solving.	Title I	BW Grant	\$0.00	\$0.00	\$0.00	\$0.00
2) Use all available data to plan instruction: IXL charts, pre and post assessments, and other formative assessment tools.	Title I		\$4,000.00	\$0.00	\$0.00	\$0.00
3) Provide teachers with working description of and incorporate eight mathematical practices into all math instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Designate one PLC weekly to focus on math instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Apply strategies to identify giftedness in students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Explicitly teach math and science vocabulary in math and science	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Utilize GCS instructional framework to make sure we are effectively using all parts of the model.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Integrate writing across the curriculum and varied levels of questions in all lessons	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Monthly review of strategies in staff meetings	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Unwrap priority standards to make sure instruction and assessment align to the standards.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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.						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

13) Parent Academy Sessions: How to Help Your students with mathematics	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Murphey Math events: Family Math Night and Singapore Math Info Night	Title I		\$500.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

IMPROVEMENT STRATEGY #2

Implement Singapore Math instructional pedagogy with fidelity in all grades.

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) Train teachers new to Murphey in Singapore Math pedagogy via online courses and DVD resources.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Use lesson plan template for CCSSM and Singapore Math strategies checklist.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use of 10 frames, number bonds in lower grades	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Consistently use bar model drawing at appropriate grade levels	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Incorporate concrete, pictorial, and abstract representations of math in all classrooms in every lesson	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Incorporate various problem solving strategies to be able to show mathematical thinking	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Incorporate regular math talks into instruction in every classroom	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Use flexible Guided Math groups and small group instruction with centers	Title I		\$1,500.00	\$0.00	\$0.00	\$0.00
9) Regular discussion of the above in PLCs and staff meetings	Title I		\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Math coach (5th grade teacher) meet as needed with each grade level to review Concrete Pictorial Abstract strategies for math.	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Annual national conference in Las Vegas for selected staff	Magnet Title I		\$0.00	\$0.00	\$0.00	\$0.00
12) Continue book study: <i>Why Before How; Singapore Math Computational Strategies (2-5) and Math in Action (K-1)</i>	Title I		\$200.00	\$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) Math events to share Singapore Math strategies with parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Parent Academy Sessions	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

15)			\$0.00	\$0.00	\$0.00	\$0.00
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IMPROVEMENT STRATEGY #3

Consistency in planning how to differentiate mathematical instruction based on students' needs.

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) Research math assessments that help determine foundational skills in math (universal screeners)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teach a variety of problem solving strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Use PLCs to plan for differentiation	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Incorporate math talk into every lesson, whether whole class or small group	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Review of assessment data from previous year's EOG's, pre and post Assessments, GCS CCSS assessments	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.						
10) Use early release days to unwrap standards for better understanding.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Book Study on Keys to Writing	Title I		\$1,100.00	\$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) Murphey Math events: Singapore Math parent night and Make it, Take It.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Select Parent Academy workshops to meet school needs	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).						
What data will be used to determine whether the improvement strategies were deployed with fidelity?						
Review of lesson plans, observations during walk-through's, common assessments, formative assessment developed by GCS and by teachers.						
How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)						

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Formative data in grades K-2; pre and post assessments in grades 3-5; summative EOG data in grades 3-5.

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

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

Interim Assessment #1 results: 3rd grade MTA 31.9/ GCS 36.9. 4th grade MTA 35.2/ GCS 40.6. 5th grade MTA 27.0/ GCS 37.6. We are below GCS district average.

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

Interim Assessment #2 results: 3rd grade MTA 42.4/ GCS 46.8. 4th grade MTA 36.9/ GCS 44.8. 5th grade MTA 35.8/ GCS 49.3. We remain below GCS district average, but all grades have shown growth: 3rd grade 10.5; 4th grade 1.7; 5th grade 8.8.

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

Our 2013-2014 and 2014-15 data indicates that we don't have disproportionality with African-American students. DIBELS Assessment data shows that of the students who began the year well below benchmark (red), 56% of them moved to benchmark (green) or below benchmark (yellow). Our fourth grade students with disabilities showed improvement in reading as we had less than 5% proficient in 2014 and 23% proficient in 2015. Our DIBELS data shows 68% have benchmark readiness skills and our TRC data shows 45% of our students are reading on grade level. However, we our EOG reading scores indicate that we have 35% of our students proficient. While we need to grow in reading in total, we also need to close the gap among reading assessments. We need more foundational data in math since the only data we have tracked has been EOGs and interims. We will consider adding math screeners or common assessments. Since DIBELS and TRC assessment are required to be administered by a team, we need to retrain and make sure we have assessment fidelity.

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

Post Assessment Data shows that all classes are performing at or above 63.8% with the exception of 1st grade and 2nd grade.

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

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

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

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

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

1) Incorporate Singapore Math book study into all grades' PLC's weekly. 2) Arrange for 5th grade math tutor with Title I funds. 3) Train new teachers in Singapore Math strategies.

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

1. Hold Singapore Math parent night to help parents know how to support students. 2. Add one session to school-wide Singapore Math professional development 3rd Tuesday of each month. 3. Hold student-led parent conferences about math data points and goals. 4. Provide grades 3 & 4 time during writing/science block to conduct math and reading interventions prior to EOG, with science instruction to follow EOG's.

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

See above strategies/action steps

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

Participate in Singapore math training
Purchase calculators for classroom use
Create and collect common assessments for more immediate assessment data (possibly common use of the SAT, FAT, other project based activities and math journals)
Instruction focused on problem solving particularly on evidence based responses; explaining what I'm doing and why

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

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Murphey Elementary**
Principal: Cynthia Brown
LEA Name/Number: Guilford County Schools (410)

School Number: **478**

Priority Area 2														
2B) Math and disproportionality between SWD and All Students														
Improvement Strategy #1														
Provide high quality math instruction to all 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) Differentiate instruction based on students' need for problem solving.	Activities for children experiencing difficulty	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) Use all available data to plan instruction: DL charts, pre and post assessments, and other formative assessment tools.	Including teachers in decisions regarding the use of assessments	Math	Supplies & Materials	3-5330-050-411	\$4,000.00				\$0.00				\$0.00	\$4,000.00
3) Provide teachers with working description of and incorporate eight mathematical practices into all math instruction	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Designate one PLC weekly to focus on math instruction	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
5)	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Apply strategies to identify giftedness in students	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Explicitly teach math and science vocabulary in math and science	Activities for children experiencing difficulty	Reading & Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Utilize GCS instructional framework to make sure we are effectively using all parts of the	Instruction by Highly Qualified Teachers	Math			\$0.00				\$0.00				\$0.00	\$0.00
9) Integrate writing across the curriculum and varied levels of questions in all lessons.	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) Monthly review of strategies in staff meetings		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) Unwrap priority standards to make sure instruction and assessment align to the standards.		Math			\$0.00	Reading & Math			\$0.00				\$0.00	\$0.00
0					\$0.00				\$0.00				\$0.00	\$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parent Academy Sessions: How to Help Your students with mathematics	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).	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) Murphey Math events: Family Math Night and Singapore Math Into Night	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	\$500.00				\$0.00				\$0.00	\$500.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$4,500.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Implement Singapore Math instructional pedagogy with fidelity in all grades.

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) Train teachers new to Murphey in Singapore Math pedagogy via online courses and DVD resources.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.	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) Use lesson plan template for CCSSM and Singapore Math strategies checklist.	Instruction by Highly Qualified Teachers	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Use of 10 frames, number bonds in lower grades	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Consistently use bar model drawing at appropriate grade levels	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Incorporate concrete, pictorial, and abstract representations of math in all classrooms in every lesson	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
6) Incorporate various problem solving strategies to be able to show mathematical thinking	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
7) Incorporate regular math talks into instruction in every classroom	Activities for children experiencing difficulty	Math			\$0.00				\$0.00				\$0.00	\$0.00
8) Use flexible Guided Math groups and small group instruction with centers	Activities for children experiencing difficulty	Math	Supplies & Materials	3-5330-050-411	\$1,500.00				\$0.00				\$0.00	\$1,500.00
9) Regular discussion of the above in PLCs and staff meetings	Including teachers in decisions regarding the use of assessments	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) Math coach (5th grade teacher) meet as needed with each grade level to review Concrete Pictorial Abstract strategies for math.		Math			\$0.00	Select from drop down	Select budget category from drop down menu		\$0.00	Select from drop down menu	Select budget category from drop down menu		\$0.00	\$0.00
11) Annual national conference in Las Vegas for selected staff		Math			\$0.00				\$0.00				\$0.00	\$0.00
12) Continue book study: Why Before How: Singapore Math Computational Strategies (2-5) and Math in Action (K-1)		Math	Staff Dev/Workshop Expenses	3-5330-050-312	\$200.00				\$0.00				\$0.00	\$200.00
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) Math events to share Singapore Math strategies with parents	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	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) Parent Academy Sessions	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.	Math			\$0.00				\$0.00				\$0.00	\$0.00
14)Parent Academy Sessions	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.	Math			\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$1,700.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #3

Consistency in planning how to differentiate mathematical instruction based on students' needs.

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) Research math assessments that help determine foundational skills in math (universal)	Schoolwide Reform Strategies	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) Teach a variety of problem solving strategies	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
3) Use PLCs to plan for differentiation	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
4) Incorporate math talk into every lesson, whether whole class or small group	Schoolwide Reform Strategies	Math			\$0.00				\$0.00				\$0.00	\$0.00
5) Review of assessment data from previous year's EOG's, pre and post Assessments, GCS CCSS assessments	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
6)	Including teachers in decisions regarding the use of assessments	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) Use early release days to unwrap standards for better understanding.		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) Book Study on Keys to Writing		Reading & Math	Staff Dev/Workshop Expenses**	3-5330-050-312	\$1,100.00				\$0.00				\$0.00	\$1,100.00
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) Murphey Math events: Singapore Math parent night and Make it, Take it.	9) Provide materials and training to help parents work with their children to improve achievement.	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) Select Parent Academy workshops to meet school needs	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 9) Provide materials and training to help parents work with their children to improve achievement.	Math			\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #3:	\$1,100.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Murphey Elementary**
Principal: Cynthia Brown
LEA: Guilford County Schools (410)

School Number: **478**

PRC 050 Allocation	\$81,731.93
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Parent Involvement Set-Aside
\$1,709.93
Budgeted Parent Involvement
\$1,709.93
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$2,400.66
Budgeted Professional Development
\$2,264.47
You must budget your PD Set-Aside

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	478 Salary - Social Worker	\$19,716.00
	3-5320-050-181-	478 Payroll - Supplementary Pay (5320)	\$2,005.52
	3-5320-050-184-	478 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	478 Payroll - Social Security/FICA (5320)	\$1,661.70
	3-5320-050-221-	478 Payroll - Retirement (5320)	\$3,403.76
	3-5320-050-231-	478 Payroll - Hospitalization Ins. (5320)	\$2,191.60
	3-5330-050-121-	478 Salary - Teacher	\$17,490.00
PD	3-5330-050-125-	478 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	478 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	478 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	478 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	478 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	478 Salary - Substitute Pay (NOT Professional Development)	\$836.04
PD	3-5330-050-163-	478 Salary - Substitute Pay (Professional Development)	\$464.47
	3-5330-050-181-	478 Payroll - Supplementary Pay (5330)	\$2,305.50
	3-5330-050-184-	478 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	478 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	478 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	478 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	478 Payroll - Social Security/FICA (5330)	\$1,613.84
	3-5330-050-221-	478 Payroll - Retirement (5330)	\$3,101.95
	3-5330-050-231-	478 Payroll - Hospitalization Ins. (5330)	\$2,739.50
	3-5330-050-311-	478 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	478 Staff Dev/Workshop Expenses**	\$1,800.00
	3-5330-050-314-	478 Printing & Binding	\$0.00
	3-5330-050-326-	478 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	478 Field Trips	\$0.00
PD	3-5330-050-352-	478 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	478 Membership Dues & Fees	\$0.00
	3-5330-050-411-	478 Supplies & Materials	\$20,692.11
	3-5330-050-414-	478 Library Books	\$0.00
	3-5330-050-418-	478 Computer Software & Supplies	\$0.00
	3-5330-050-461-	478 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	478 Computer Equipment	\$0.00
	3-5330-050-541-	478 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	478 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	478 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	478 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	478 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	478 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	478 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	478 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	478 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	478 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	478 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	478 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	478 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	478 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	478 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	478 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	478 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	478 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	478 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	478 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	478 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	478 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	478 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	478 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	478 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	478 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	478 Parent - Postage	\$0.00
PI	3-5880-050-411-	478 Parent - Supplies & Materials	\$1,709.93
PI	3-5880-050-459-	478 Parent - Other Food Purchases	\$0.00
	3-6550-050-331-	478 Pupil Transportation - Contracted	\$0.00

\$81,731.93	TOTAL BUDGET
\$0.00	DIFFERENCE
(red)=overbudget	
blacks=underbudget/balanced	
\$56,229.38	Position Total
\$25,502.55	Non-Position Total

\$177,748.05

**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:

Murphey Elementary

School Number: 478

School Address:

2306 Ontario Street, Greensboro, NC 27403

Principal:

Cynthia Brown

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Tracy Smith	Annually	1-Sep-15
Pre-Crisis Checklist	Cynthia Brown	Annually	1-Sep-15
After Hours Emergency Contact List	Tracy Smith	Annually	1-Sep-15
Register Principal for Sex-Offender Registry Notifications	Cynthia Brown	Annually	1-Sep-15
Diabetic Training for Staff	Charlene Schurk, R.N.	Annually	7-Oct-15
Distribute/Explain Crisis Plan to Staff	Cynthia Brown	Annually	21-Aug-15
Distribute/Explain Code of Conduct	Jennifer Cassidy	Annually	8-Sep-15
Tornado Drill	Cynthia Brown	Annually	
Conduct Student Safety Perception Survey	Nicole Watlington	Annually	
Train staff on Emergency Notification Network deployment	Cynthia Brown	Annually	21-Aug-15
Lock-down Drills	Cynthia Brown	Bi-Annually	1-Oct-15
Safety Inspection	Abdoul Boubacar	Bi-Annually	8/3; 9/2; 10/1;
Alternate Route Fire Drill	Cynthia Brown	Bi-Annually	
Playground Inspection	Tracee Weathersby	Bi-Annually	
Fire Drill / Sanitation Inspection	Cynthia Brown	Monthly	7/1; 7/23; 8/27; 9/29 11/18
Fire Extinguishers Inspection	Abdoul Boubacar	Monthly	7/2015; 8/2015
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Linda Gordon Rauch	Monthly	9/22; 10/27; 11; 17
Automated External Defibrillator (AED) Inspection	Tracy Smith	Monthly	
Discipline Incidents in PowerSchool	Cynthia Brown	Ongoing	
Volunteer Background Checks	Tracy Smith	Ongoing	
Monitor Visitor Check-In	Tracy Smith	Ongoing	
Monitor Arrival and Dismissal of Students	Tracy Smith	Ongoing	
Monitor Sex Offender Registry	Cynthia Brown	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Cynthia Brown	Ongoing	

2014-16 SCHOOL SAFETY CHECKLIST

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RESOURCE MATERIALS

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

MURPHEY ACADEMY-SIP BUDGET UPDATE #1

ACCOUNT NAME	BUDGET CODE	BUDGET	ENCUMBERED	PAID	BALANCE
SALARY - SOCIAL WORKER	3-5320-050-131	19,716.00		5,580.00	14,136.00
PAYROLL - BONUS PAYMENT 5320	3-5320-050-180	300.00		0.00	300.00
PAYROLL - SUPPLEMENTARY PAY 5320	3-5320-050-181	2,005.50		562.00	1,443.50
PAYROLL - LONGEVITY PAY 5320	3-5320-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5320	3-5320-050-211	1,684.64		456.57	1,228.07
PAYROLL - RETIREMENT 5320	3-5320-050-221	3,303.84		936.46	2,367.38
PAYROLL - HOSPITALIZATION INS. 5320	3-5320-050-231	2,151.20		1,344.36	806.84
SALARY - TEACHER	3-5330-050-121	17,490.00		0.00	17,490.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	0.00		0.00	0.00
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	0.00	0.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	836.10		0.00	836.10
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	464.50		0.00	464.50
PAYROLL - BONUS PAYMENT 5330	3-5330-050-180	375.00		0.00	375.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	2,305.50		0.00	2,305.50
PAYROLL - LONGEVITY PAY 5330	3-5330-050-184	0.00		0.00	0.00
SALARY - OTHER ASSIGNMENTS (EEA) CURRICULUM DEVELOPMENT	3-5330-050-191	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT PARTICIPANT STIPEND	3-5330-050-196	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT INSTRUCTOR STIPEND	3-5330-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5330	3-5330-050-211	1,642.55		0.00	1,642.55
PAYROLL - RETIREMENT 5330	3-5330-050-221	3,010.90		0.00	3,010.90
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	2,689.00		0.00	2,689.00
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	2,271.49	1,060.03	266.88	944.58
ADVERTISING EXPENSE	3-5330-050-313	0.00	0.00	0.00	0.00
PRINTING & BINDING FEES	3-5330-050-314	0.00	0.00	0.00	0.00
FIELD TRIPS	3-5330-050-333	0.00	0.00	0.00	0.00
TUITION FEES	3-5330-050-352	319.23	0.00	0.00	319.23
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	9,365.62	3,586.34	3,150.14	2,629.14
LIBRARY BOOKS	3-5330-050-414	483.20	0.00	483.19	0.01
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	9,607.73	0.00	0.00	9,607.73
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER/CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	709.93	0.00	0.00	709.93
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,000.00	499.59	0.00	500.41
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	81,731.93	5,145.96	12,779.60	63,806.37
					63,806.37
PAYROLL TOTALS	44	57,974.73	0.00	8,879.39	49,095.34
NON-PAYROLL TOTALS	20	23,757.20	5,145.96	3,900.21	14,711.03
TOTAL	64	81,731.93	5,145.96	12,779.60	63,806.37