



Low Performing School Addendum

School Location: **Northwood Elementary**

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.

Strategies for the three Low Performing Schools Goals can be found in the School Improvement Plan.

- Goal 1: Increase reading proficiency by June 2016 from 40.1 to 57.2 for all students as measured by the 3-5 Reading EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.
- Goal 2: Increase math proficiency by June 2015 from 46.1 to 63.5 for all students as measured by the 3-5 Math EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.
- Goal 3: Increase science proficiency by June 2015 from 63.2 to 70.0 for all students as measured by the 5th grade Science EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students and to exceed established measures for annual growth.

Regional Support:

School and student learning data are tracked to assess school progress and direct the allocation of region support to areas with lagging performance identified in the data. Regional Support Data team coaches for math, literacy, science and the formative assessment coach conduct walkthroughs and in-class observations for data collection; attend professional learning communities (PLCs); provide coaching on instructional practice, deconstructing standards, and increasing rigor; and implement teacher training and support sessions personalized to teacher and team needs. Accountability measures including performance evaluation and appraisals are implemented to promote and support capacity building and competencies needed to improve school proficiency and exceed established measures for annual growth.

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	Northwood Elementary	School Number	496
School Address	818 W. Lexington Avenue., High Point, NC 27262		
Principal	Scott Winslow		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	25-Aug-14		
Date of Last Review/Update	1-Dec-15		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision

Northwood Elementary strives to be an International Minded learning community dedicated to developing a challenging academic program of inquiry and compassionate socially aware actions inclusive of all stakeholders within the broader context of world citizenship through the acquisition and application of 21st century skills.

Mission Statement

Northwood Elementary School is a community of learners committed to the education of all students with the outcome being inquiring, knowledgeable, caring citizens who help create a more peaceful community, state, nation, and world through intercultural understanding and respect. As a school community, we strive to meet the International Baccalaureate learner profile to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

District and State Goal Alignment

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

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

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

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

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

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

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

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

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

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2013-14 and 2014-15)
Principal	Scott Winslow		
Assistant Principal Representative	Melinda Williams	21-Aug-15	2014-2016
Instructional Support Staff Representative	Cathy Jarrett	21-Aug-15	2014-2016
Instructional Support Staff Representative	Kendra Randazzo	21-Aug-15	2014-2016
Instructional Support Staff Representative	Justin Thomas	21-Aug-15	2014-2016
Instructional Support Staff Representative	Tanya Rodriguez	21-Aug-15	2014-2016
Instructional Staff Representative	Sheri Hicks	21-Aug-15	2014-2016
Instructional Staff Representative	Hally Allred	21-Aug-15	2014-2016
Instructional Staff Representative	Fran White	21-Aug-15	2014-2016
Instructional Staff Representative	Courtney Reynolds	21-Aug-15	2014-2016
Instructional Staff Representative	Angela Perry	21-Aug-15	2014-2016
Instructional Staff Representative	Heather Mann	21-Aug-15	2014-2016
Teacher Assistant Representative	Tammy Morgan	21-Aug-15	2014-2016
Parent	Erin Bowers/Amanda Abdalla	21-Aug-15	2014-2016
Parent	Melanie Bruton/Gabriela Sheran	21-Aug-15	2014-2016
Parent	Nakisha Witherspoon/Lucilla Martinez	21-Aug-15	2014-2016
PTA President/Title 1 Parent Ambassador	Layne Thornton/ Gina Laney	21-Aug-15	2014-2016

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

410496

Northwood 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	38.8	44.9	51.0	57.2	63.3	69.4
AMERICAN INDIAN	16.7	25.0	33.4	41.7	50.0	58.4
ASIAN	37.9	44.1	50.3	56.5	62.7	69.0
BLACK	25.2	32.7	40.2	47.6	55.1	62.6
HISPANIC	27.1	34.4	41.7	49.0	56.3	63.6
2 OR MORE RACES	45.5	51.0	56.4	61.9	67.3	72.8
WHITE	67.1	70.4	73.7	77.0	80.3	83.6
EDS	31.5	38.4	45.2	52.1	58.9	65.8
LEP	9.1	18.2	27.3	36.4	45.5	54.6
SWD	10.3	19.3	28.2	37.2	46.2	55.2
AIG	83.9	85.5	87.1	88.7	90.3	92.0
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	47.9	53.1	58.3	63.5	68.7	74.0
AMERICAN INDIAN	33.3	40.0	46.6	53.3	60.0	66.7
ASIAN	69.0	72.1	75.2	78.3	81.4	84.5
BLACK	33.6	40.2	46.9	53.5	60.2	66.8
HISPANIC	40.0	46.0	52.0	58.0	64.0	70.0
2 OR MORE RACES	45.5	51.0	56.4	61.9	67.3	72.8
WHITE	65.9	69.3	72.7	76.1	79.5	83.0
EDS	41.6	47.4	53.3	59.1	65.0	70.8
LEP	34.5	41.1	47.6	54.2	60.7	67.3
SWD	10.3	19.3	28.2	37.2	46.2	55.2
AIG	95.0	95.5	96.0	96.5	97.0	97.5
SCIENCE 5 & 8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	42.2	48.0	53.8	59.5	65.3	71.1
AMERICAN INDIAN						
ASIAN	66.7	70.0	73.4	76.7	80.0	83.4
BLACK	23.3	31.0	38.6	46.3	54.0	61.7
HISPANIC	46.2	51.6	57.0	62.3	67.7	73.1
2 OR MORE RACES						
WHITE	65.4	68.9	72.3	75.8	79.2	82.7
EDS	34.8	41.3	47.8	54.4	60.9	67.4
LEP	6.7	16.0	25.4	34.7	44.0	53.4
SWD	13.6	22.2	30.9	39.5	48.2	56.8
AIG	94.4	95.0	95.5	96.1	96.6	97.2

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?

Based on End-of-Grade test scores, the overall proficiency composite for 2015 was 50%. Reading proficiency was 40.0%. Math proficiency was 46%. 5th grade science was 63% . Only overall target was met in science. K-3 DIBELS data reveals several areas of strength with 67% of students proficient by the end of year. K-3 TRC data also increased to 63% with all grade levels increasing. Interim Assessment data also showed positive growth through the year, particularly in science and math. Attendance was above 95%. OSS decreased from the previous year and remains relatively low.

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

There are several areas for growth identified at Northwood Elementary. First, overall reading scores are a concern. While EOG and DIBELS scores maintained from the previous year, a continued focus on literacy is necessary. DIBELS data indicate that the majority of students are decoding and able to read text, many struggle to make meaning. Informal data indicates that comprehension is a weakness for many of the students throughout the school and is evidenced by low reading scores on the End-of-Grade test. Math scores are also a concern. Deeper analysis of data reveals a disparity between white students and African-American students in all areas, with much larger discrepancies in EOG reading scores than in DIBELS. Continued work should be focused on reducing the disproportionality of office referrals and OSS.

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

While we know there is a disparity between white and African-American achievement, there is no data to help explain why this gap exists. Data will be collected this year to analyze classwork output/grades, levels of engagement, attendance, discipline data, student survey data, and other factors that might impact overall achievement.

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
Priority Area 2:
2B) Math
Priority Area 3:
3B)
Priority Area 4:
4B)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

Priority Area 1	1B) Literacy
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	Increase reading proficiency by June 2016 from 39.2 to 57.2 for all students as measured by the 3-5 Reading EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students. All students reached 39.2 proficient and the AA subgroup reached 17.9. Efforts will be made to close this gap.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	Increase reading proficiency by June 2016 from 39.2 to 57.2 for all students as measured by the 3-5 Reading EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students. All students reached 39.2 proficient and the AA subgroup reached 17.9. Efforts will be made to close this gap.
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

Strengthen the implementation of instructional strategies embedded in the GCS Instructional Framework (questioning and writing) that support comprehension skills

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 continue to develop IB planners and common assessments that address focused clusters of ELA standards for literature and informational text and integrate science and social studies standard which are monitored by the school data and leadership team and principal and admin team and planning days will be scheduled for collaborative work and professional development which supports the IB theme	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Admin team will utilize the GCS Instructional Framework walkthrough instrument that monitors comprehension instructional strategies, particular questioning and writing across the curriculum and provide regular feedback to teachers			\$0.00	\$0.00	\$0.00	\$0.00
3) Schedule dedicated time for explicit comprehension instruction and provide time for sustained silent reading and student/teacher conferencing.			\$0.00	\$0.00	\$0.00	\$0.00
4) 3 daytime tutors will support guided reading and intervention programs during scheduled I/E periods along with community partnerships to continue the HELPS reading intervention program	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) 3 reading and curriculum specialists will provide tier 2 and 3 intervention support for level 1 and 2 students and support guided reading groups throughout the school and to implement district supported LLI with targeted level 1 and 2 students	Title I		\$2,600.00	\$0.00	\$0.00	\$0.00
6) Student and teacher data notebooks will be used to set and reflect on achievement progress which will be shared during student led conferences with parents	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Purchase technology resources such as iPads, document cameras, and SMART projectors to increase instructional strategies that promote student engagement and provide students access to a wide range of culturally relevant texts in a dynamic shared literacy focused learning environment	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Provide ongoing staff development through weekly PLCs and staff meetings to support teachers in the implementation of the Instructional Framework and focus on questioning and writing	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) Provide opportunities for staff to be trained on the use of the Achieve 3000 to increase student reading comprehension.	Title I		\$2,200.00	\$0.00	\$0.00	\$0.00
11) Provide opportunities for the staff to attend IB conferences and IB training opportunities to support literacy instruction and student comprehension and the magnet theme	Title I		\$3,350.18	\$0.00	\$0.00	\$4,351.60
12) Provide opportunities for staff to work collaboratively to unpack standards and train on questioning and writing strategies that support achievement	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Schedule 2 parent curriculum nights in addition to the annual Title 1 meeting to share best practices for literacy instruction and provide resources for parents in multiple languages	Title I		\$2,400.00	\$0.00	\$0.00	\$0.00
14) Increase access to take home readers and materials for parent partnership through the use of the Book Bag Back Pack program	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Schedule Lunch and Learn and Breakfast and Books sessions for parents that target literacy strategies to connect school and home at multiple times throughout the year	Title I		\$1,081.23	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of early literacy skills						
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) The reading specialists will provide tier 3 intervention support for level 1 and 2 students and support guided reading groups throughout the school and to implement district supported LLI with targeted level 1 and 2 students (funding allocated in strategy 1)	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Implement schoolwide K-5 universal screening and progress monitoring and intervention support using DIBELS and TRC assessments (additional MCLASS licenses for 4-5	Title I		\$3,830.00	\$0.00	\$0.00	\$0.00
3) Implement FOUNDATIONS at K-3 and transitional 4th grade as a Tier 1 core instructional approach to phonics and word study to improve fluency and additionally establish Tier 2 intervention and remediation strategies in FOUNDATIONS for level 1 and 2 students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Strengthen PLCs and monthly data staff meetings to include data reflection and PEP reviews that support improved core instruction and intervention strategies	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Utilize a data wall to track and monitor student achievement toward proficiency, guide discussion, and evaluate progress toward established goals	Title I		\$0.00	\$0.00	\$0.00	\$0.00
6) Utilize TA and support staff to provide guided reading support and intervention support for level 1 and 2 students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Through MTSS, utilize SWIS data to monitor office referrals and OSS with a particular focus on reducing the disparity in AA subgroup and whole school data. Through a reflection of the data, establish interventions that support more time in class and engaged instruction for all students	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Utilize Achieve 3000 with level 1 and 2 students to target intervention strategies and increase fluency and comprehension	Title I		\$9,750.00	\$0.00	\$0.00	\$0.00
9) CIS coordinator will link community resources and coordinate volunteers to support reading initiatives and student engagement, plan parent involvement activities, and support book clubs	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) MTSS Team will conduct refresher training for all staff and targeted follow up training for new staff members on the MTSS process and procedures, including PEP development, goal setting, and intervention models during scheduled staff development sessions throughout the school year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) All data points will be utilized to structure intervention response for students experiencing difficulty in literacy during weekly PLCs and MTSS meetings	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES						
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Schedule 2 parent curriculum nights to share best practices for literacy instruction and provide resources for parents including the parent school compact	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Increase access to take home readers and materials for parent partnership through the use of the Book Bag Back Pack program	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Schedule Lunch and Learn and Breakfast and Books sessions for parents that target literacy strategies to connect school and home at multiple times throughout the year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #3						
Reduce the achievement disparity among subgroups by broadening culturally relevant text and materials and increasing engagement in instruction and school activities for all students and parents.						
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			
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
1) Selected school staff will establish procedures for before and afterschool reading clubs that will include monitored reading groups in the cafeteria and on the bus.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Afterschool Book Clubs will be established targeting AA males with culturally relevant materials to increase engagement, participation, and comprehension and support a balanced approach to literacy instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Support the transition between all grade levels by providing opportunities for students to work with peer mentors across grade levels and with opportunities to become more familiar with the change in setting at various points during the school year and at the conclusion of each school year, such as reading buddies.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Provide opportunities during PLCs for teachers to work collaboratively and support the school improvement goals by presenting and discussing best practices in key areas including culturally relevant instruction	Title I		\$0.00	\$0.00	\$0.00	\$0.00
5) Increase access to culturally relevant texts across all grade levels through the school media collection, guided reading room, and classroom libraries	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			
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) Continue reflective practice surrounding AA Male Achievement that began at the summer symposium through monthly staff meetings and data reviews led by the data and leadership teams	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Assign mentors to new teachers to support strong and engaging lesson planning and professional growth	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) Increase the number of parent and community support members that volunteer with students to be more reflective of the school population. Build tutoring partnerships with parents, community partners, and volunteers.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Provide opportunities for parent engagement meetings in community spaces, such as the public library and housing developments.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15) Teachers trained in the Home Visit Project will establish protocols for teacher home visits to build relationships with parents and families and school staff will conduct home visits during the school year	Title I		\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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?

We will review data collected from common assessments, comparison data from universal screening benchmarks, and interim assessments to measure the effectiveness of the strategies. In addition we will collect student survey data and parent feedback to enhance our review of the data. We will correlate academic with discipline data.

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

We will set interim achievement goals to measure our progress toward attaining SMART goal. In addition we will disaggregate the data to inform our progress toward closing the achievement gaps that exist in our data.

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?)

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. We will recheck following the winter benchmark assessments. Our 4-5 Interim assessments indicate growth in 5th grade ELA and Science with gains above the district average gains and a slightly greater decrease than the district's decrease in 4th grade ELA. 3-5 ELA Interim results show that 3rd and 5th grade AA results are on par with all students and the 4th grade scores are only 6% points different. 3-5 math results show that 3rd grade is in alignment and 4th and 5th are just 4% points different. Indicating that the discrepancy in scores is closing.

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

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. Our 3-4 Interim assessments indicate growth in ELA with gains above the district average. 5th grade ELA scores fell slightly greater than the district average drop. 5th grade Science increased with gains above the district average. Our 3-4 Interim assessments indicate growth in Math with gains above the district average, particularly in 3rd grade. 5th grade Math scores fell slightly greater than the district average drop. DIBELS and TRC data was strong with average gains above the district average at all grade levels.

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

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. Based on End-of-Grade test scores, the overall proficiency composite for 2015 was 50%. Reading proficiency was 40.0%. Math proficiency was 46%. 5th grade science was 63%. K-5 DIBELS data reveals several areas of strength with 67% of students proficient by the end of year. K-3 TRC data also increased to 63% with all grade levels increasing. Interim Assessment data also showed positive growth through the year, particularly in science and math. Attendance was above 95%. OSS decreased from the previous year and remains relatively low. We will continue most strategies that supported these results and add district initiatives and a more focused reading intervention support program through Achieve 3000, which showed success during summer session.

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

BOY Data DIBELS - K-34%, 1-64%, 2-67%, 3-61%, 4-60%, 5-59%. TRC - K-9%, 1-45%, 2-51%, 3-53%, 4-67%, 5-66%. K-5 review of progress monitoring of interventions shows that 80% of students supported through tier 2 and tier 3 intervention support are meeting established target goals. We will recheck following the winter benchmark assessments. Teachers are continuing to monitor student progress through common formative assessments and adjust teaching strategies to meet the needs of struggling learners and extend for those meeting expectations. Grade levels are examining reteaching strategies and reassessing students as needed.

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.)

PRIORITY AREA 1B AND ASSOCIATED STRATEGIES

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

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

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

All strategies will remain in place for the 2nd review period with minor modifications. Parent nights will be scheduled and ELA News will be added during this period. Regional academic coach will be visiting regularly to support 5th grade team with planning and instructional and assessment strategies.

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

All strategies will remain in place for the 3rd review period with minor modifications. Regional academic coach will continue to visit to regularly to support 5th grade team with planning and instructional and assessment strategies. New teachers will continue to observe and attend Foundations trainings as they are offered. Power Groups will work with K-2 to target skills for those students that did not reach winter benchmark and tier 2 and 3 interventions will continue.

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

All strategies will remain in place for the 2015-2016 school year with minor modifications. Regional academic coach will continue to visit to regularly to support 4th grade team with planning and instructional and assessment strategies. New teachers will continue to observe and attend Foundations trainings as they are offered. Power Groups will work with K-2 to target skills for those students that do not reach fall benchmark and tier 2 and 3 interventions will continue. We will add Acheive 3000 as an instructional support with 4th grade.

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

All strategies will remain in place with minor modifications. Regional academic coaches will continue to visit to regularly support 4th grade team with planning and instructional and assessment strategies. New teachers will continue to observe and attend Foundations trainings as they are offered. Power Groups (school based interventionists- reading specialist, tutors and speech teacher) will work with K-2 to target skills for those students that do not reach fall benchmark and tier 2 and 3 interventions will continue. We will continue to pilot and monitor Acheive 3000 (purchased through Title I) as an instructional support with 4th grade. In addition, the school will measure students' reading performance using the TE-21 assessments in December.

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:	Northwood Elementary	School Number:	496
Principal:	Scott Winslow		
LEA Name/Number:	Guilford County Schools (410)		

Priority Area 1

1B) Literacy

Improvement Strategy #1

Strengthen the implementation of instructional strategies embedded in the GCS Instructional Framework (questioning and writing) that support comprehension skills

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 continue to develop IB planners and common assessments that address focused clusters of ELA standards for literature and informational text and integrate science and social studies standard which are monitored by the school data and leadership team and principal and admin team and planning days will be scheduled for collaborative work and professional development which supports the IB theme	Schoolwide Reform Strategies				\$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) Admin team will utilize the GCS Instructional Framework walkthrough instrument that monitors comprehension instructional strategies, particular questioning and writing across the curriculum and provide regular feedback to teachers	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) Schedule dedicated time for explicit comprehension instruction and provide time for sustained silent reading and student/teacher conferencing.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) 3 daytime tutors will support guided reading and intervention programs during scheduled I/E periods along with community partnerships to continue the HELPS reading intervention program.	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
5) 3 reading and curriculum specialists will provide tier 2 and 3 intervention support for level 1 and 2 students and support guided reading groups throughout the school and to implement district supported LLI with targeted level 1 and 2 students	Activities for children experiencing difficulty	Reading	Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	\$2,600.00				\$0.00				\$0.00	\$2,600.00
6) Student and teacher data notebooks will be used to set and reflect on achievement progress which will be shared during student led conferences with parents	Including teachers in decisions regarding the use of assessments				\$0.00				\$0.00				\$0.00	\$0.00
7) Purchase technology resources such as iPads, document cameras, and SMART projectors to increase instructional strategies that promote student engagement and provide students access to a wide range of culturally relevant texts in a dynamic shared literacy focused learning environment	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
8) Provide ongoing staff development through weekly PLCs and staff meetings to support teachers in the implementation of the Instructional Framework and focus on questioning and writing	Activities for children experiencing difficulty	Reading			\$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) Provide opportunities for staff to be trained on the use of the Achieve 3000 to increase student reading comprehension.			Staff Dev/Workshop Expenses**	3-5330-050-312	\$2,200.00	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	\$2,200.00
11) Provide opportunities for the staff to attend IB conferences and IB training opportunities to support literacy instruction and student comprehension and the magnet theme		Reading	Staff Dev/Workshop Expenses**	3-5330-050-312	\$3,350.18				\$0.00				\$0.00	\$3,350.18
12) Provide opportunities for staff to work collaboratively to unpack standards and train on questioning and writing strategies that support achievement		Reading			\$0.00	Reading	Salary - Substitute Pay (Professional Development)	3-5330-050-163	\$0.00				\$0.00	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

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) Schedule 2 parent curriculum nights in addition to the annual Title 1 meeting to share best practices for literacy instruction and provide resources for parents in multiple languages	1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, 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). 5) Provide regular opportunities for parents to meet with school staff. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 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. 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	Parent - Supplies & Materials	3-5880-050-411	\$2,400.00	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	\$2,400.00
14) Increase access to take home readers and materials for parent partnership through the use of the Book Bag Back Pack program	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 9) Provide materials and training to help parents work with their children to improve achievement. 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	Select budget category from drop down menu		\$0.00				\$0.00				\$0.00	\$0.00
15) Schedule Lunch and Learn and Breakfast and Books sessions for parents that target literacy strategies to connect school and home at multiple times throughout the year	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 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. 9) Provide materials and training to help parents work with their children to improve achievement. 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	Parent - Other Food Purchases	3-5880-050-459	\$1,081.23				\$0.00				\$0.00	\$1,081.23
													Subtotal #1:	\$11,631.41

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of early literacy skills

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) The reading specialists will provide tier 3 intervention support for level 1 and 2 students and support guided reading groups throughout the school and to implement district supported LL with targeted level 1 and 2 students (funding allocated in strategy 1)	Activities for children experiencing difficulty	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
2) Implement schoolwide K-5 universal screening and progress monitoring and intervention support using DIBELS and TRC assessments (additional MCLASS licenses for 4-5	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-5330-050-411	\$3,830.00				\$0.00				\$0.00	\$3,830.00
3) Implement FOUNDATIONS at K-3 and transitional 4th grade as a Tier 1 core instructional approach to phonics and word study to improve fluency and additionally establish Tier 2 intervention and remediation strategies in FOUNDATIONS for level 1 and 2 students	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
4) Strengthen PLCs and monthly data staff meetings to include data reflection and PEP reviews that support improved core instruction and intervention strategies	Including teachers in decisions regarding the use of assessments	Reading			\$0.00				\$0.00				\$0.00	\$0.00
5) Utilize a data wall to track and monitor student achievement toward proficiency, guide discussion, and evaluate progress toward established goals	Including teachers in decisions regarding the use of assessments	Reading			\$0.00				\$0.00				\$0.00	\$0.00
6) Utilize TA and support staff to provide guided reading support and intervention support for level 1 and 2 students	Activities for children experiencing difficulty	Reading			\$0.00				\$0.00				\$0.00	\$0.00
7) Through MTSS, utilize SWIS data to monitor office referrals and OSS with a particular focus on reducing the disparity in AA subgroup and whole school data. Through a reflection of the data, establish interventions that support more time in class and engaged instruction for all students	Schoolwide Reform Strategies	Reading			\$0.00				\$0.00				\$0.00	\$0.00
8) Utilize Achieve 3000 with level 1 and 2 students to target intervention strategies and increase fluency and comprehension	Including teachers in decisions regarding the use of assessments	Reading	Supplies & Materials	3-5330-050-411	\$9,750.00				\$0.00				\$0.00	\$9,750.00
9) CIS coordinator will link community resources and coordinate volunteers to support reading initiatives and student engagement, plan parent involvement activities, and support book clubs	Coordination & Integration of Federal, State, and Local Services	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) MTSS Team will conduct refresher training for all staff and targeted follow up training for new staff members on the MTSS process and procedures, including PEP development, goal setting, and intervention models during scheduled staff development sessions throughout the school year		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) All data points will be utilized to structure intervention response for students experiencing difficulty in literacy during weekly PLCs and MTSS meetings		Reading			\$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) Schedule 2 parent curriculum nights to share best practices for literacy instruction and provide resources for parents including the parent school compact	1) Convene a Title I Annual public meeting. 2) Offer a flexible number of meetings.		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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B													
14) Increase access to take home readers and materials for parent partnership through the use of the Book Bag Back Pack program	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 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.				\$0.00				\$0.00			\$0.00	\$0.00
15) Schedule Lunch and Learn and Breakfast and Books sessions for parents that target literacy strategies to connect school and home at multiple times throughout the year	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 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. 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. 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.				\$0.00				\$0.00			\$0.00	\$0.00
												Subtotal #2:	\$13,580.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

Reduce the achievement disparity among subgroups by broadening culturally relevant text and materials and increasing engagement in instruction and school activities for all students and parents.

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 school staff will establish procedures for before and afterschool reading clubs that will include monitored reading groups in the cafeteria and on the bus.	Schoolwide Reform Strategies		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) Afterschool Book Clubs will be established targeting AA males with culturally relevant materials to increase engagement, participation, and comprehension and support a balanced approach to literacy instruction	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
3) Support the transition between all grade levels by providing opportunities for students to work with peer mentors across grade levels and with opportunities to become more familiar with the change in setting at various points during the school year and at the conclusion of each school year, such as reading buddies.	Transition Activities (PreK-K; 5th-6th; 8th-9th)				\$0.00				\$0.00				\$0.00	\$0.00
4) Provide opportunities during PLCs for teachers to work collaboratively and support the school improvement goals by presenting and discussing best practices in key areas including culturally relevant instruction	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
5) Increase access to culturally relevant texts across all grade levels through the school media collection, guided reading room, and classroom libraries	Schoolwide Reform Strategies	Reading	Supplies & Materials	3-6330-050-411	\$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
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) Continue reflective practice surrounding AA Male Achievement that began at the summer symposium through monthly staff meetings and data reviews led by the data and leadership teams			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) Assign mentors to new teachers to support strong and engaging lesson planning and professional growth					\$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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B												
13) Increase the number of parent and community support members that volunteer with students to be more reflective of the school population. Build tutoring partnerships with parents, community partners, and volunteers.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 5) Provide regular opportunities for parents to meet with school staff. 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. 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	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) Provide opportunities for parent engagement meetings in community spaces, such as the public library and housing developments.	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 6) Provide regular opportunities for parents to meet with school staff. 7) Develop School-Parent compacts. 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. 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. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading			\$0.00				\$0.00			\$0.00
												\$0.00
15) Teachers trained in the Home Visit Project will establish protocols for teacher home visits to build relationships with parents and families and school staff will conduct home visits during the school year	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 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. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading			\$0.00				\$0.00			\$0.00
												\$0.00
											Subtotal #3:	\$0.00

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
*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?)	Increase math proficiency by June 2016 from 43.1 to 63.5 for all students as measured by the 3-5 Math EOG with a specific focus on reducing the achievement disparity between the African American subgroup and all students
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

Strengthen the implementation of instructional strategies that target math computation and application skills

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 incorporate hands-on instruction and manipulatives using the NC Math Tool Kit	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Teachers will explicitly teach math vocabulary			\$0.00	\$0.00	\$0.00	\$0.00
3) The school will develop and teach a schoolwide common set of problem solving strategies linked to the 8 mathematical practices	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4) Teachers will utilize relevant real world examples when teaching math			\$0.00	\$0.00	\$0.00	\$0.00
5) Teachers will design lessons that support the use of cooperative learning which will be monitored through daily admin team walkthroughs			\$0.00	\$0.00	\$0.00	\$0.00
6) Use support personnel to provide interventions for level 1 and 2 students during scheduled I/E blocks	Title I		\$0.00	\$0.00	\$0.00	\$0.00
7) Teachers will utilize Service Learning to include problem solving, computation, data collection and analysis to facilitate learning activities incorporated through transdisciplinary themes in the IB planners	Title I		\$0.00	\$0.00	\$0.00	\$0.00
8) Teachers will use AIMSWEB assessments for universal screening and progress monitoring to identify and support needs of individual students in reaching math proficiency in computation and application skills	Title I		\$0.00	\$0.00	\$0.00	\$0.00
9) Teachers will use curriculum based instructional strategies to teach and assess math standards using Mentoring Minds	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) Cooperative learning strategies for math will shared by the curriculum committee during PLC and staff meetings to improve instruction in the classrooms	Title I		\$0.00	\$0.00	\$0.00	\$0.00
11) Incorporate embedded and explicit professional development on the effective use of technology in PLCs and regular staff meetings to support teachers in developing engaging math lessons and 21st century skills	Title I		\$0.00	\$0.00	\$0.00	\$0.00
12)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Schedule parent curriculum nights to share best practices for math instruction and provide resources for parents multiple times during the school year	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14) Provide a series of parent workshops, both during the day and at night, to teach parents the strategies that will be taught to their children during the upcoming quarter so they can support students as they work at home including Parent Academy sessions on Destinations Math	Title I		\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00
IMPROVEMENT STRATEGY #2						
Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of basic math skills						
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) Students will use technology-based learning programs to provide extra support and practice in basic math skills (Sum dog, Xtra Math, etc.) to be monitored by teachers who will use the data collected to differentiate individual lesson plans	Title I		\$0.00	\$0.00	\$0.00	\$0.00
2) Use grade-level PLC's to design lessons that effectively incorporate technology in the math units	Title I		\$0.00	\$0.00	\$0.00	\$0.00
3) Teachers will design lessons using Classroom Response Systems for immediate performance feedback and to increase student achievement.	Title I		\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	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 embedded and explicit professional development on the effective use of technology in PLCs and regular staff meetings to support teachers in developing engaging math lessons and 21st century skills	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			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
Identify parental involvement activities, providers, and the dates activities will begin and end.						
13) Provide parents access information regarding Sum Dog website during parent information sessions to allow students to practice basic skills at home	Title I		\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

(Enter Improvement Strategy #3)

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1)			\$0.00	\$0.00	\$0.00	\$0.00
2)			\$0.00	\$0.00	\$0.00	\$0.00
3)			\$0.00	\$0.00	\$0.00	\$0.00
4)			\$0.00	\$0.00	\$0.00	\$0.00
5)			\$0.00	\$0.00	\$0.00	\$0.00
6)			\$0.00	\$0.00	\$0.00	\$0.00
7)			\$0.00	\$0.00	\$0.00	\$0.00
8)			\$0.00	\$0.00	\$0.00	\$0.00
9)			\$0.00	\$0.00	\$0.00	\$0.00
Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10)			\$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)			\$0.00	\$0.00	\$0.00	\$0.00
14)			\$0.00	\$0.00	\$0.00	\$0.00
15)			\$0.00	\$0.00	\$0.00	\$0.00

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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?

We will review data collected from common assessments, comparison data from universal screening benchmarks, and interim assessments to measure the effectiveness of the strategies. In addition we will collect student survey data and parent feedback to enhance our review of the data. We will correlate academic with discipline data.

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

We will set interim achievement goals to measure our progress toward attaining SMART goal. In addition we will desegregate the data to inform our progress toward closing the achievement gaps that exist in our data.

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?)

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. We will recheck following the winter benchmark assessments. Our 4-5 Interim assessments indicate growth in 5th grade ELA and Science with gains above the district average gains and a slightly greater decrease than the districts decrease in 4th grade ELA. 3-5 ELA Interim results show that 3rd and 5th grade AA results are on par with all students and the 4th grade scores are only 6% points different. 3-5 math results show that 3rd grade is in alignment and 4th and 5th are just 4% points different. Indicating that the discrepancy in scores is closing.

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

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. Our 3-4 Interim assessments indicate growth in ELA with gains above the district average. 5th grade ELA scores fell slightly greater than the district average drop. 5th grade Science increased with gains above the district average. Our 3-4 Interim assessments indicate growth in Math with gains above the district average, particularly in 3rd grade. 5th grade Math scores fell slightly greater than the district average drop. DIBELS and TRC data was strong with average gains above the district average at all grade levels.

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

K-5 review of progress monitoring of interventions shows that 90% of students supported through tier 2 interventions are meeting established goals toward proficiency and 70% of students receiving tier 3 intervention support are meeting established target goals. We had only limited gains in math achievement on the 3-5 EOGs. We will structure all 120 minute math blocks for the beginning of the day and push resources into 4th grade for support. We will continue with ScootPad interventions and AIMSWeb progress monitoring to develop remediation plans year long.

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

Data from BOY AIMSWeb: MComp - 1- 77%, 2- 73%, 3-70%, 4-56%, 5-80%. M Concepts and Applications - 2-70%, 3-66%, 4-51%, 5-32%. K-5 review of progress monitoring of interventions shows that 80% of students receiving tier 2 and tier 3 intervention support are meeting established target goals. We will recheck following the winter benchmark assessments. Teachers are continuing to monitor student progress through common formative assessments and adjust teaching strategies to meet the needs of struggling learners and extend for those meeting expectations. Grade levels are examining reteaching strategies and reassessing students as needed.

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.)

PRIORITY AREA 2B AND ASSOCIATED STRATEGIES

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

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

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

All strategies will remain in place for the 2nd review period with minor modifications. Parent nights will be scheduled and will be added during this period. Provide more teacher PD and instructional support for the use of the CPS systems and SMART Board technology so that these resources are utilized for maximum effectiveness. Selected students are receiving additional tutoring support through extended learning and will continue through the spring. Data will be collected and disaggregated for universal screening with AIMSWeb which was purchased in November.

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

All strategies will remain in place for the 3rd review period with minor modifications. Parent nights will be scheduled and will be added during this period. Provide more teacher PD and instructional support for the use of the CPS systems and SMART Board technology so that these resources are utilized for maximum effectiveness. Selected students are receiving additional tutoring support through extended learning and will continue through the spring.

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

All strategies will remain in place for the 3rd review period with minor modifications. Parent nights will be scheduled and will be added during this period. Provide more teacher PD and instructional support for the use of the CPS systems and SMART Board technology so that these resources are utilized for maximum effectiveness. Selected students are receiving additional tutoring support through extended learning and will continue next year. We will structure all 120 minute math blocks for the beginning of the day and push resources into 4th grade for support. We will continue with SootPad interventions and AIMSWeb progress monitoring to develop remediation plans year long.

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

All strategies will remain in place for the 2nd review period with minor modifications. Provide more teacher PD and instructional support for the use of the CPS (classroom response system) and SMART Board technology so that these resources are utilized for maximum effectiveness. Selected students are receiving additional tutoring support through extended learning and will continue through the spring. Extended learning began in October. Data will be collected and disaggregated for universal screening with AIMSWeb in January as well as TE-21 assessments in December.

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

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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

School Name: **Northwood Elementary**
Principal: Scott Winslow
LEA Name/Number: Guilford County Schools (410)

School Number: **496**

Priority Area 2														
2B) Math														
Improvement Strategy #1														
Strengthen the implementation of instructional strategies that target math computation and application skills														
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 incorporate hands-on instruction and manipulatives using the NC Math Tool Kit	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) Teachers will explicitly teach math vocabulary	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
3) The school will develop and teach a schoolwide common set of problem solving strategies linked to the 8 mathematical practices	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4) Teachers will utilize relevant real world examples when teaching math	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
5) Teachers will design lessons that support the use of cooperative learning which will be monitored through daily admin team walkthroughs	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
6) Use support personnel to provide interventions for level 1 and 2 students during scheduled I/E blocks	Activities for children experiencing difficulty				\$0.00				\$0.00				\$0.00	\$0.00
7) Teachers will utilize Service Learning to include problem solving, computation, data collection and analysis to facilitate learning activities incorporated through transdisciplinary themes in the IB planners	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
8) Teachers will use AIMSWEB assessments for universal screening and progress monitoring to identify and support needs of individual students in reaching math proficiency in computation and application skills	Including teachers in decisions regarding the use of assessments	Math			\$0.00				\$0.00				\$0.00	\$0.00
9) Teachers will use curriculum based instructional strategies to teach and assess math standards using Mentoring Minds	Schoolwide Reform Strategies	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) Cooperative learning strategies for math will shared by the curriculum committee during PLC and staff meetings to improve instruction in the classrooms		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) Incorporate embedded and explicit professional development on the effective use of technology in PLCs and regular staff meetings to support teachers in developing engaging math lessons and 21st century skills		Math			\$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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B														
13) Schedule parent curriculum nights to share best practices for math instruction and provide resources for parents multiple times during the school year	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 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. 9) Provide materials and training to help parents work with their children to improve achievement. 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. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	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 budget category from drop down menu		\$0.00	\$0.00
14) Provide a series of parent workshops, both during the day and at night, to teach parents the strategies that will be taught to their children during the upcoming quarter so they can support students as they work at home including Parent Academy sessions on Destinations Math	2) Offer a flexible number of meetings. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 7) Develop School-Parent compacts. 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. 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. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.				\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #1:	\$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

Improvement Strategy #2

Strengthen the implementation of MTSS to support level 1 and 2 students through universal screening, progress monitoring, and intervention of basic math skills

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) Students will use technology-based learning programs to provide extra support and practice in basic math skills (Sum dog, Xtra Math, etc.) to be monitored by teachers who will use the data collected to differentiate individual lesson plans	Schoolwide Reform Strategies				\$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 grade-level PLC's to design lessons that effectively incorporate technology in the math units	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				\$0.00				\$0.00				\$0.00	\$0.00
3) Teachers will design lessons using Classroom Response Systems for immediate performance feedback and to increase student achievement.	Schoolwide Reform Strategies				\$0.00				\$0.00				\$0.00	\$0.00
4)					\$0.00				\$0.00				\$0.00	\$0.00
5)					\$0.00				\$0.00				\$0.00	\$0.00
6)					\$0.00				\$0.00				\$0.00	\$0.00
7)					\$0.00				\$0.00				\$0.00	\$0.00
8)					\$0.00				\$0.00				\$0.00	\$0.00
9)					\$0.00				\$0.00				\$0.00	\$0.00
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 embedded and explicit professional development on the effective use of technology in PLCs and regular staff meetings to support teachers in developing engaging math lessons and 21st century skills			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)					\$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) Provide parents access information regarding Sum Dog website during parent information sessions to allow students to practice basic skills at home	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. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 12) Ensure that information is clear and understandable for parents, translate as needed.		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)					\$0.00				\$0.00				\$0.00	\$0.00
15)					\$0.00				\$0.00				\$0.00	\$0.00
													Subtotal #2:	\$0.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name: **Northwood Elementary**
Principal: Scott Winslow
LEA: Guilford County Schools (410)

School Number: **496**

PRC 050 Allocation	\$166,398.23
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Parent Involvement Set-Aside
\$3,481.23
Budgeted Parent Involvement
\$3,481.23
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
\$4,887.51
Budgeted Professional Development
\$5,550.18
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE	ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	496 Salary - Social Worker	\$0.00
	3-5320-050-181-	496 Payroll - Supplementary Pay (5320)	\$0.00
	3-5320-050-184-	496 Payroll - Longevity Pay (5320)	\$0.00
	3-5320-050-211-	496 Payroll - Social Security/FICA (5320)	\$0.00
	3-5320-050-221-	496 Payroll - Retirement (5320)	\$0.00
	3-5320-050-231-	496 Payroll - Hospitalization Ins. (5320)	\$0.00
	3-5330-050-121-	496 Salary - Teacher	\$90,948.00
PD	3-5330-050-125-	496 Salary - New Teacher Orientation	\$0.00
	3-5330-050-135-	496 Salary - Lead Teacher/Curriculum Facilitator	\$0.00
	3-5330-050-142-	496 Salary - Teacher Assistant	\$0.00
	3-5330-050-143-	496 Salary - Tutor (Daytime)	\$0.00
	3-5330-050-144-	496 Salary - Translator/Interpreter	\$0.00
	3-5330-050-162-	496 Salary - Substitute Pay (NOT Professional Development)	\$2,415.23
PD	3-5330-050-163-	496 Salary - Substitute Pay (Professional Development)	\$0.00
	3-5330-050-181-	496 Payroll - Supplementary Pay (5330)	\$11,988.60
	3-5330-050-184-	496 Payroll - Longevity Pay (5330)	\$0.00
PD	3-5330-050-191-	496 Salary - Other Assignment (EEA) Curriculum Development	\$0.00
PD	3-5330-050-196-	496 Staff Dev Participant (Stipend)	\$0.00
PD	3-5330-050-197-	496 Staff Dev Instructor (Stipend)	\$0.00
	3-5330-050-211-	496 Payroll - Social Security/FICA (5330)	\$8,059.42
	3-5330-050-221-	496 Payroll - Retirement (5330)	\$16,130.17
	3-5330-050-231-	496 Payroll - Hospitalization Ins. (5330)	\$14,245.40
	3-5330-050-311-	496 Contracted Services - Supplemental	\$0.00
PD	3-5330-050-312-	496 Staff Dev/Workshop Expenses**	\$5,550.18
	3-5330-050-314-	496 Printing & Binding	\$0.00
	3-5330-050-326-	496 Contracted Repairs & Maintenance - Equipment	\$0.00
	3-5330-050-333-	496 Field Trips	\$0.00
PD	3-5330-050-352-	496 Tuition Fees to Meet Highly Qualified Status	\$0.00
PD	3-5330-050-361-	496 Membership Dues & Fees	\$0.00
	3-5330-050-411-	496 Supplies & Materials	\$13,580.00
	3-5330-050-414-	496 Library Books	\$0.00
	3-5330-050-418-	496 Computer Software & Supplies	\$0.00
	3-5330-050-461-	496 Furniture and Equipment - Inventoried	\$0.00
	3-5330-050-462-	496 Computer Equipment	\$0.00
	3-5330-050-541-	496 Furniture and Equipment - Capitalized	\$0.00
	3-5330-050-542-	496 Computer Hardware - Capitalized	\$0.00
	3-5350-050-121-	496 Summer School/Kindercamp/K Home Visits	\$0.00
	3-5350-050-192-	496 Salary - Additional Responsibilities (EEA)	\$0.00
	3-5350-050-198-	496 Salary - Tutor (After Hours)	\$0.00
	3-5350-050-211-	496 Payroll - Social Security/FICA (5350)	\$0.00
	3-5350-050-221-	496 Payroll - Retirement (5350)	\$0.00
	3-5830-050-131-	496 Salary - Guidance Counselor	\$0.00
	3-5830-050-181-	496 Payroll - Supplementary Pay (5830)	\$0.00
	3-5830-050-184-	496 Payroll - Longevity Pay (5830)	\$0.00
	3-5830-050-211-	496 Payroll - Social Security/FICA (5830)	\$0.00
	3-5830-050-221-	496 Payroll - Retirement (5830)	\$0.00
	3-5830-050-231-	496 Payroll - Hospitalization Ins. (5830)	\$0.00
	3-5860-050-146-	496 Salary - Technology Assistant	\$0.00
	3-5860-050-184-	496 Payroll - Longevity Pay (5860)	\$0.00
	3-5860-050-211-	496 Payroll - Social Security/FICA (5860)	\$0.00
	3-5860-050-221-	496 Payroll - Retirement (5860)	\$0.00
	3-5860-050-231-	496 Payroll - Hospitalization Ins. (5860)	\$0.00
	3-5880-050-146-	496 Salary - Parent Inv/CIS/Youth Coord	\$0.00
	3-5880-050-184-	496 Payroll - Longevity Pay (5880)	\$0.00
PI	3-5880-050-197-	496 Parent - Instructor Stipend	\$0.00
	3-5880-050-211-	496 Payroll - Social Security/FICA (5880)	\$0.00
	3-5880-050-221-	496 Payroll - Retirement (5880)	\$0.00
	3-5880-050-231-	496 Payroll - Hospitalization Ins. (5880)	\$0.00
PI	3-5880-050-311-	496 Parent - Contracted Services	\$0.00
PI	3-5880-050-312-	496 Parent - Professional Development	\$0.00
PI	3-5880-050-342-	496 Parent - Postage	\$0.00
PI	3-5880-050-411-	496 Parent - Supplies & Materials	\$2,400.00
PI	3-5880-050-459-	496 Parent - Other Food Purchases	\$1,081.23
	3-6550-050-331-	496 Pupil Transportation - Contracted	\$0.00
			\$166,398.23
			TOTAL BUDGET
			\$0.00
			DIFFERENCE
			(red)-overbudget
			blacks=underbudget/balanced
			\$141,371.58
			Position Total
			\$25,026.64
			Non-Position Total

\$92,605.85

**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

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

*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.

2014-16 SCHOOL SAFETY CHECKLIST

School Name:

Northwood Elementary

School Number: 496

School Address:

818 W. Lexington Avenue., High Point, NC 27262

Principal:

Scott Winslow

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Melinda Williams	Annually	9/9/2015
Pre-Crisis Checklist	Melinda Williams	Annually	8/28/2015
After Hours Emergency Contact List	Melinda Williams	Annually	8/28/2015
Register Principal for Sex-Offender Registry Notifications	Scott Winslow	Annually	8/25/2012
Diabetic Training for Staff	Kendra Randazzo	Annually	9/9/2015
Distribute/Explain Crisis Plan to Staff	Melinda Williams	Annually	9/9/2015
Distribute/Explain Code of Conduct	Scott Winslow, Melinda Williams	Annually	9/9/2015
Tornado Drill	Melinda Williams	Annually	3/3/2016
Conduct Student Safety Perception Survey	Kendra Randazzo	Annually	Spring 2016, 4/20/2016
Train staff on Emergency Notification Network deployment	Scott Winslow, Melinda Williams	Annually	9/9/2015
Lock-down Drills	Scott Winslow, Melinda Williams	Bi-Annually	9/18/15, 2/11/16
Safety Inspection	Chris Tuttle, Melinda Williams, Scott Winslow	Bi-Annually	10/31/2015, 2/19/2016
Alternate Route Fire Drill	Scott Winslow, Melinda Williams	Bi-Annually	8/31/2015, 3/31/16
Playground Inspection	Pre K Teachers	Bi-Annually	10/30/2015, 4/1/2016
Fire Drill / Sanitation Inspection	Scott Winslow, Melinda Williams/ Wanda James	Monthly	8/31/15, 9/25/15, 10/23/15, 11/19/15, 12/17/15, 1/22/16, 2/26/16, 3/25/16, 4/22/16, 5/27/16, 6/3/16
Fire Extinguishers Inspection	Chris Tuttle	Monthly	8/31/15, 9/8/15, 10/06/15, 11/10/15, 12/04/15, 01/08/16, 02/05/16, 03/04/16, 04/05/16, 05/03/16, 06/07/16
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Melinda Williams	Monthly	9/08/15, 10/06/15, 11/10/15, 12/08/15, 1/05/16, 2/02/16, 03/01/16, 04/05/16, 05/03/16, 06/07/16
Automated External Defibrillator (AED) Inspection	Patricia Call	Monthly	8/31/15, 9/4/15, 10/2/15, 11/06/15, 12/04/15, 01/08/16, 02/05/16, 03/04/16, 04/08/16, 05/06/16, 06/03/16

2014-16 SCHOOL SAFETY CHECKLIST

Discipline Incidents in PowerSchool	Melinda Williams	Ongoing	
Volunteer Background Checks	Mary Byerly	Ongoing	
Monitor Visitor Check-In	Scott Winslow, Melinda Williams, Mary Byerly, Staff	Ongoing	
Monitor Arrival and Dismissal of Students	Scott Winslow, Melinda Williams, Mary Byerly, Staff	Ongoing	
Monitor Sex Offender Registry	Donna Harris	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Scott Winslow, Mary Byerly	Ongoing	

RESOURCE MATERIALS

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

NORTHWOOD 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	90,948.00		25,711.95	65,236.05
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	2,415.14		231.00	2,184.14
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	1,950.00		0.00	1,950.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	11,988.60		3,175.50	8,813.10
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	8,208.59		2,808.03	5,400.56
PAYROLL - RETIREMENT 5330	3-5330-050-221	15,656.66		4,408.81	11,247.85
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	13,982.80		4,033.08	9,949.72
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	4,476.50	0.00	2,152.63	2,323.87
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	736.21	0.00	0.00	736.21
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	12,554.50	0.00	12,554.50	0.00
LIBRARY BOOKS	3-5330-050-414	0.00	0.00	0.00	0.00
COMPUTER SOFTWARE & SUPPLIES	3-5330-050-418	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT	3-5330-050-461	0.00	0.00	0.00	0.00
COMPUTER EQUIPMENT	3-5330-050-462	0.00	0.00	0.00	0.00
FURNITURE & EQUIPMENT - CAPITALIZED	3-5330-050-541	0.00	0.00	0.00	0.00
COMPUTER HARDWARE - CAPITALIZED	3-5330-050-542	0.00	0.00	0.00	0.00
SUMMER SCHOOL/KINDER CAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	2,425.00	0.00	0.00	2,425.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	1,056.23	545.57	454.43	56.23
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	166,398.23	545.57	55,529.93	110,322.73
					110,322.73
PAYROLL TOTALS	44	145,149.79	0.00	40,368.37	104,781.42
NON-PAYROLL TOTALS	20	21,248.44	545.57	15,161.56	5,541.31
TOTAL	64	166,398.23	545.57	55,529.93	110,322.73