Guilford County Schools

Low Performing School Addendum

School Location: **Oak View 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 School goals can be found in the School Improvement Plan.

Goal 1:   By June 2016, 61.7% of our students in all subgroups will be proficient in Literacy as measured by EOG scores and the school will increase the number of students identified as at benchmark for oral fluency in grades 1-3 from 74% to 85% as measured by End-of-Year DIBELS The school will exceed established measures for annual growth.

Goal 2:   By June 2016, 62.8% of our students will be proficient in math. Our subgroups goals are as follows: AA -58.8%; Hispanic -72.9%; White - 59.7%; EDS - 63.1%; SWD - 47.5%. The school will exceed established measures for annual growth.

Goal 3:   By June 2016, 67.7 % of our students will be proficient in science. We will increase from 61.0% to 67.7% as measured by NC EOG for Science. The school will 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	**Oak View Elementary**	**School Number**	**505**
School Address	614 Oakview Rd., High Point, NC 27265		
Principal	Heather Bare		
District Name/State Local Education Agency (LEA) Number	Guilford County Schools (410)		
Date of Initial School Staff Vote of Approval	26-Aug-14		
Date of Last Review/Update	30-Nov-15		
Principal Signature	(Signature On File)		
Board of Education Authority Signature	(Signature On File)		

School Vision and Mission Statement

Vision

We, the staff of Oak View Elementary School, will provide a safe, nurturing, and academically challenging environment where all students will learn to become confident, respectful, and productive citizens.

Mission Statement

Preparing Tomorrow's Leaders Today

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 shcools 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	Heather Bare	NA	
Parent Representative	Travia Benjamin	Jun-15	2014-2015 and 2015-2016
Parent Representative	LaTonya McCoy	Jun-15	2014-2015 and 2015-2016
Instructional Staff Representative	Nikkia Mack	Jun-14	2014-2015 and 2015-2016
Instructional Staff Representative	Carla Brandonburg	Jun-15	2015-2016
Instructional Staff Representative	Joslyn Lewis	Jun-14	2014-2015 and 2015-2016
Instructional Staff Representative	Rachel Welch	Jun-15	2013-2014 and 2014-2015
Instructional Staff Representative	Lori Lee	Jun-14	2013-2014 and 2014-2015
Instructional Staff Representative	Brandon Fields	Jun-14	2014-2015 and 2015-2016
Instructional Staff Representative	Robbin Turner	Jun-14	2013-2014 and 2014-2015
Instructional Support Staff Representative	Melissa Burrell	Jun-14	2014-2015 and 2015-2016
Instructional Support Staff Representative	Vanessa Esquivel	Jun-14	2014-2015
Teacher Assistant Representative	Lanette Mizell	Aug-15	2015-2016
Curriclum Facilatator	Shanta Buchanan	NA	2015-2016

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

410505 | Oak View Elementary

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	45.4	50.9	56.3	61.8	67.2	72.7
AMERICAN INDIAN						
ASIAN	69.2	72.3	75.4	78.4	81.5	84.6
BLACK	34.4	41.0	47.5	54.1	60.6	67.2
HISPANIC	64.5	68.1	71.6	75.2	78.7	82.3
2 OR MORE RACES	28.6	35.7	42.9	50.0	57.2	64.3
WHITE	50.8	55.7	60.6	65.6	70.5	75.4
EDS	45.2	50.7	56.2	61.6	67.1	72.6
LEP	42.9	48.6	54.3	60.0	65.7	71.5
SWD	14.3	22.9	31.4	40.0	48.6	57.2
AIG	87.8	89.0	90.2	91.5	92.7	93.9
MATH 3-8	2012-13 BASELINE	2013-14 TARGET	2014-15 TARGET	2015-16 TARGET	2016-17 TARGET	2017-18 TARGET
ALL STUDENTS	46.8	52.1	57.4	62.8	68.1	73.4
AMERICAN INDIAN						
ASIAN	69.2	72.3	75.4	78.4	81.5	84.6
BLACK	41.1	47.0	52.9	58.8	64.7	70.6
HISPANIC	61.3	65.2	69.0	72.9	76.8	80.7
2 OR MORE RACES	47.6	52.8	58.1	63.3	68.6	73.8
WHITE	42.4	48.2	53.9	59.7	65.4	71.2
EDS	47.3	52.6	57.8	63.1	68.4	73.7
LEP	42.9	48.6	54.3	60.0	65.7	71.5
SWD	25.0	32.5	40.0	47.5	55.0	62.5
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	46.2	51.6	57.0	62.3	67.7	73.1
AMERICAN INDIAN						
ASIAN	50.0	55.0	60.0	65.0	70.0	75.0
BLACK	38.7	44.8	51.0	57.1	63.2	69.4
HISPANIC	66.7	70.0	73.4	76.7	80.0	83.4
2 OR MORE RACES	42.9	48.6	54.3	60.0	65.7	71.5
WHITE	48.0	53.2	58.4	63.6	68.8	74.0
EDS	46.9	52.2	57.5	62.8	68.1	73.5
LEP	60.0	64.0	68.0	72.0	76.0	80.0
SWD	10.0	19.0	28.0	37.0	46.0	55.0
AIG	95.0	95.5	96.0	96.5	97.0	97.5

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

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

Oak View is the Title I school serving approximately 500 students in grades Pre-K - 5th. We house one EC (Exceptional Children) self-contained of Developmentally Delayed Students. We have 2 Pre-K classes with one being an EC inclusion classroom. Using CEP data, our school is 57%. All of our students receive free breakfast and free lunch. Since implementing Positive Behavior Intervention Support (PBIS), our discipline data show that we have dropped in referrals and loss of instructional time. Since the 2008-2009 school year, our referrals have decreased from 191 to 32 in 2012-2013 as indicated on the School-Wide Information Data System (SWIS). Our 2014- data reveals an increase in referrals to 41. In 2015, our total referrals were: Our most current EOG data is as follows: In 2012-2013, our overall PC was 35%. Reading was 30.7%, math was 39%, and Science was 35.9%. Interim Benchmark data for 2013-2014 was as follows: 3rd grade had a 6.84% increase from IBM 1 to IBM2; 4th grade had .80 increase while 5th grade decreased by -2.72% in ELA. In 2013-2014 the ELA preliminary data shows we were at 48.5% proficient and our target was 49.5%. In math we were 45.4% and our target was 48.2%. Science goal was 57% and we made 58%. Our preliminary data also shows that our AA subgroup target was 41% and we made 40% in ELA. For math our target was 47% and we had 38%. In Science our target was 44% and we made 61%. We had a 5% increase in our Dibels/TRC composite and our AA subgroup increased by 6%. For the 2014-2015 school year are data is as follows: ELA dropped from 48.8% to 47.6%; Math dropped from 45.4% to 40%, while Science continues to increase - 56.1% to 61%. Our AA subgroups dropped in all areas as did our ESOL subgroup except in 5th Grade math and Science. Our EC groups continue to flucutate each year. Our parents are supportive of our efforts. We have an active Parent Teacher Association (PTA) as well as 2 active parents who serve on our School Improvement Team (SIT). This year, we provided the following opportunities for parents: Student Led Conferences, Quarterly Awards Ceremonies, Literacy Sessions, Academically Gifted Parent Sessions, Bullying Sessions, Literacy Family Night, PTA information night, Title I Annual Meeting, All Pro Dads, Imoms, Lunch and Learn Saturday Sessions, Family Game Night, and our annual Talent Show.

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

We need to increase student proficiency in reading, math. While Science has made gains and we surpassed the target goal of 57%, we still have much work to do to meet the targets in all subgroups. We need to increase improvement for all of our students with a focus on our SES and AA students. In ELA, There is a gap between our White/Hispanic populations and our AA populations. While our White/Hispanic groups score at 61.3%/54% our AA population scored at 36.5%. We need to continue to work with our K-5 staff on basic reading skills as well as fluency as measured by the Dibels DORF. For two years we have struggled in math. Typically our 4th graders score well in math, but this year, the were the lowest scoring population. The preliminary data shows that we dropped in math in 3rd from 55.7% to 40.7%; 4th grade dropped from 45.1% to 35.8% and in 5th grade we increased from 31.6% to 44.1%. We need to continue to learn and grow in our knowledge of Common Core and Essential Standards in order to increase the rigor and quality of our instruction. We also need to focus on our level of questioning as well as writing efforts in all content areas.

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

We also need to continue to track our 4-5 students with Dibels/TRC to better compare growth and to find trend data for our school. We need to work on improving our levels of questions in all areas. We can do this using the new Instructional Framework, collecting data in classroom observations, and ensuring all staff knows and uderstands the levels. In both math and ELA we need state data to determine which standards we are weak in order to better instruct our students in those standards in the future. As for Science, we grew and made our goal. We need to create assessments to track Science progress in K-4. We need to continue to work with all K-5 staff and find ways to measure their work with measureable data.

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) To increase the literacy proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.

Priority Area 2:

2B) To increase the math proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.

Priority Area 3:

3B) To increase the number of 5th graders proficient in Science by providing quality instruction in grades K-5 in Science Inquiry and processes.

Priority Area 4:

4B) We will work to decrease the gaps between our AA and EC subgroups and our White/Hispanic groups by increasing proficiency by 5% in those subgroups.

PRIORITY AREA B1 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) To increase the literacy proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.
SMART Goal *S*pecific, *M*easurable, *A*ttainable, Results-Oriented, *T*imebound	By June 2016, 61.7% of our students in all subgroups will be proficient in Literacy as measured by EOG scores and the school will increase the number of students identified as at benchmark for oral fluency in grades 1-3 from 74% to 85% as measured by End-of-Year DIBELS.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 61.7% of our students in all subgroups will be proficient in Literacy as measured by EOG scores and the school will increase the number of students identified as at benchmark for oral fluency in grades 1-3 from 74% to 85% as measured by End-of-Year DIBELS.
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

Utilize the GCS Instructional Framework to support a Balanced Literacy program that includes direct instruction, intervention using LLI, Guided Reading, writing, higher order questioning, and rigor.

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) Group K-5 students for GR and K-2 students for LLI based on Dibels/TRC.	Title I		$0.00	$0.00	$0.00	$0.00
2) The part time reading teacher and tutors will assist students experiencing difficulty in literacy. Staff will provide additional support to students in Guided reading, LLI, writing strategies. Staff will also provide interventions to support student learning.	Title I		$0.00	$0.00	$0.00	$0.00
3) The CF will work with teachers in professional development strategies and in PLCs to analyze student progress, determine length of intervention, and plan effective and rigorous lessons for students.	Title I		$0.00	$0.00	$0.00	$0.00
4) We will continue to purchase AR to encourage and motivate students to read and work on comprehension. We will Utilize Brain Pop by all classroom teachers to reinforce reading foundational skills and strategies. INITIAL BUDGET	Title I		$3,324.90	$0.00	$0.00	$0.00
5) Identify underachieving students in each grade level using Dibels, Reading 3D,K-2 assessments, AimsWeb probes, and formative teacher assessments. Continue to purchase mClass for 4th and 5th graders in order to better monitor student progress in K-5 and Traing all K-5 teachers on use of mclass. (see PD below Setp 10) Create and monitor School and Grade level PEPs for all students and individual PEPs for students below proficiency levels using above data sources.	Title I		$2,500.00	$0.00	$0.00	$0.00
6) Create a Battle of Books team to enhance literacy and comprehension skills. This will also promote a love of reading and challenge many students.	Title I		$0.00	$0.00	$0.00	$0.00
7) Day time Tutors will work in grades 3-5 to assist struggling students. Tutors will work with small groups of students based on Dibels/TRC, interim BM scores, and classroom assessments.	Title I		$0.00	$0.00	$0.00	$0.00
8) Students in 1-5 will participate in fluency practice progress monitoring 3x a week. Students will record progress in student data notebooks. We will use Fluency passages in order to progress monitor. For our School and Grade Level PEPs we will use Reading A to Z Benchmark Passages to monitor progress.	Title I		$2,000.00	$0.00	$0.00	$0.00
9) Students will participate in grades 2-5 in weekly Maze/Daze progress monitoring weekly. Students will record progress in student data notebooks.	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) We will also have PD on LLI to be used in small groups/GR time.	Title I		$0.00	$0.00	$0.00	$0.00
11) Train teachers on Reading Eggs/Eggspress - teach them how to individualize the program to fit student needs.	Title I		$0.00	$0.00	$0.00	$0.00
12) Focus PD on August 20th for Instructional Framework and Early Release dates on DOK levels, questioning strategies, and writing in all content areas.	Title I		$0.00	$0.00	$0.00	$0.00

PRIORITY AREA B1 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) Contact parents of selected LLI students, send letter and/or conference with them prior to start of student's participation. Parents will also be involved in creating and monitoring Student PEPs.	Title I		$0.00	$0.00	$0.00	$0.00
14) Hold School wide Literacy Night for parents and families. Provide $5.00 vouchers for families to purchase books in the Book Fair duirng Litearcy Night. Provide refreshments for Literacy Night.	Title I		$500.00	$0.00	$0.00	$0.00
15) Hold Annual Title 1 Meeting in September 2015 to share materials, resources, and strategies for parents to use for a successful year. Staff will explain the School Compact and address parent questions about the compact during this time. This will be coordinated with our PTA. Parents will meet with teacher and staff to receive strategies to help them with their child this year.	Title I		$0.00	$0.00	$0.00	$0.00

IMPROVEMENT STRATEGY #2

Provide explicit reading instruction in the areas of phonics, word study, and handwriting using the Fundations word study program in Grades K-3. Teachers in grades 4-5 will use Words Their Way to increase work skill and vocaublary development.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) K-3 teachers will teach the 30-minute Fundations lesson daily.	Title I		$0.00	$0.00	$0.00	$0.00
2) 4-5 teachers will teach Words Their Way 30 minutes daily.	Title I		$0.00	$0.00	$0.00	$0.00
3) All teachers in K-5 will incorporate writing in all content areas on a regular basis.	Title I		$0.00	$0.00	$0.00	$0.00
4) Curriculum Facilitator and principal will provide support for Fundations and Word study thorugh walkthroughs and feedback.	Title I		$0.00	$0.00	$0.00	$0.00
5) All Certified staff will participate in Learning Walks - This will be cooridnated by the CF and Principal. Staff will visit other classrooms, take notes, and debrief with the CF and Principal. We will use the data to improve instruction in the areas of rigor and writing, and student engagment.	Title I		$0.00	$0.00	$0.00	$0.00
6)SUBTITUTES FOR TITLE I TEACHERS			$500.00	$0.00	$0.00	$0.00
7) Principal and CF will conduct Walkthroughs using the Instructional Framework Form to monitor DOK question levels, student engagement, and writing instruction.	Title I		$0.00	$0.00	$0.00	$0.00
8)			$0.00	$0.00	$0.00	$0.00
9)			$0.00	$0.00	$0.00	$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Budgeted to Support Action Step			
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
10) Send new K-3 staff to Fundations, Dibels, and TRC training - August 2015	Title I		$0.00	$0.00	$0.00	$0.00
11) Principal will attend Instructional Framework training and then train staff August 2015	Title I		$0.00	$0.00	$0.00	$0.00
12)	Title I		$0.00	$0.00	$0.00	$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) All grade levels will communicate to parents about Fundations, Word Study, Literacy, and Assessments through newsletters, grade level parent nights, iMoms, All ProDads, website, and parent conferences.	Title I		$2,764.00	$0.00	$0.00	$0.00
14) We will create open computer lab times to assist parents with finding resources and/or using Parent Portal, Brain Pop, and Reading Eggs.	Title I		$0.00	$0.00	$0.00	$0.00
15) Parents will be informed and have opportunity to be involved in the development and revision of the school improvement plan. Minutes are posted online for parents to review and/or provide feedback on progress through the school website and/or parent conferences. Information will be shared with parents through newsletters.	Title I		$0.00	$0.00	$0.00	$0.00

PRIORITY AREA B1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

We will support and encourage students to particiate in the GCS Read 20 as indicated in the GCS Strategic Plan thus increasing student independent reading time.

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) Provide a reading log for students by all K-5 teachers to use both in class and at home to track their reading. Students will read for at least 20 minutes outside of instructional time.	Title I		$0.00	$0.00	$0.00	$0.00
2) Require all students in K-5 to participate in Book It Reading Program with Pizza incentives.			$0.00	$0.00	$0.00	$0.00
3) Provide all K-5 classrooms with ample books from a variety of genres and on a continuum of developmental reading abilities for student use. We will purchase Scholastic Weekly Reader for K-2, and Time for Kids magazines for 3-5. Use available instructional funds, grants, and donations to increase classroom libraries, school library collection, and books students can take home.	Title I		$2,900.00	$0.00	$0.00	$0.00
4) Hold parent meetings for Pre K, incoming K and 5th grade parents to assit in the transitions to the next grade level. This is noted below in PI.	Title I		$0.00	$0.00	$0.00	$0.00
5) Purchase additional Library books to update our collection and provide a variety of reading materials for students. We will make sure we purchase culturally relevelavant materials and high interest books. We will use local funds as well as donations to help support this strategy.	Title I		$701.76	$0.00	$0.00	$0.00
6) We will utilize the Maker Space (technology) to enhance literacy instruction. Maker Space is part of a grant with UNCG integrating technology into instruction.			$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)	Title I		$0.00	$0.00	$0.00	$0.00
11)	Title I		$0.00	$0.00	$0.00	$0.00
12)			$0.00	$0.00	$0.00	$0.00
Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Hold parent training sessions -First Grade Running Start training, Imoms, All Pro Dads, Grade level informational nights. Provide parents with information on independent reading, where to locate books, and how to monitor their child's progress in reading skills. Hold parent meetings for Pre K, incoming K and 5th grade parents to assit in the transitions to the next grade level. ESOL staff cooridnates programs for parents and teachers to ensure LEP students and parents are able to access the information. Refreshments will be provided.	Title I		$1,000.00	$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 B1 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 use Dibels reports, Reading 3 D reports, Interim Benchmark data, EOG data, AR goals/reports, AimsWeb, pre/post tests with Common Core, and grade level common assessments. Reading EGGS/Eggspress data will also be used. Master schedule allotting 30 minutes of uninterrupted time allotted for Fundations daily, including alternate schedules (e.g., early release days, field trip days, etc). Daily walkthrough forms/notes, PLC data and notes.

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

Performance indicators (formatiave assessment tools, benchmark data, K-5 Aimsweb, K-3 Reading 3D,Reading Eggs/Eggspresss Data, EOG data, Interim Benchmark data, and K-2 Dibels data) will show increased proficiency in students' reading performance. Classroom walkthroughs and observations will document fidelity of reading instruction aligned with balanced literacy components, Common Core, and best practice.

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?)

The data for Dibels/TRC is as follows: School - Far Below - 34%; Below proficient - 13%; Proficient - 28%; Above Proficient - 25%. The break down for grade levels is as follows: K - Far Below - 41%; Below proficient - 8%; Proficient - 44%; Above Proficient - 7%. First Grade - Far Below - 22%; Below proficient - 19%; Proficient - 47%. Second Grade - Far Below - 39%; Below proficient - 24%; Proficient - 21%; Above Proficient - 16%. Third Grade - Far Below - 32%; Below proficient - 12%; Proficient - 30%; Above Proficient - 26%. Fourth Grade Far Below - 35%; Below proficient - 10%; Proficient - 23%; Above Proficient - 32%. Fifth Grade Far Below - 33%; Below proficient - 11%; Proficient - 26%; Above Proficient - 30%.. For First Interim Benchmarks ourmean scores were as follows for ELA - 3rd - 45%; 4th - 55%; 5th - 50%.

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

The data for 3-5 ELA Benchmarks is as follows: (Grade – 1stBM/2ndBM – growth) ELA – 3rd 45.22/49.21 - +3.99; 4th grade 54.79/56.08 - +1.29; 5th – 49.59/51.31 - +1.72; Growth -EC – 3rd : -4; 4th - +9.8; 5th : +.1; ESOL -3rd +9.7; 5th - +.2; AG - 3rd - +8.5; 4th - +1.2;5th - +3.4

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

For the 2014-2015 school year are data is as follows: ELA dropped from 48.8% to 47.6%; Math dropped from 45.4% to 40%, while Science continues to increase - 56.1% to 61%. Our AA subgroups dropped in all areas as did our ESOL subgroup except in 5th Grade math and Science. Our EC groups continue to fluctuate each year. We will incorporate the Instructional Framework (T3 /T4) into our instruction. We will focus our efforts in writing through the content areas as well as evaluate our questioning strategies and improve on the level of rigor in them. We will continue with all other strategies as written.

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

BOY TRC data show that % the of students meeting grade level/College Readiness Expectations are as follows: K-17%; 1 - 56%; 2-14%, 3-27%; 4 -52%; 5- 71%. BOY DIBELS data for students on grade level are as follows - K- 54%; 1- 67%; 2-76%; 3-68%; 4-56% and 5- 71%.

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

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

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

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

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

We will continue with current strategies including more practice with the RAISE reading strategy, use of question stems for home, tutors, and GR. We will work on building reading stamina. We will also be more strategic in our use of the instructional passages and benchmark tests. All 3-5 teachers will go over BM areas of concern with students and reteach where needed. We will continue with our Lunch and Learn sessions with parents and work to improve our PR strategies with more personal invitations.

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

We will continue with current strategies including more practice with the RAISE reading strategy, use of question stems for home, tutors, and GR. We will work on building reading stamina. We recently received funds to increase motivation for reading incentives with AR. We will also purchase additional library books with various levels/genres that are more sutied for grade 3-5. We will continue reading buddies - paring classes and having older students read with younger students. We are also applying for a grant to upgrade our Library.

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

We will incorporate the Instructional Framework (T3 /T4) into our instruction. We will focus our efforts in writing through the content areas as well as evaluate our questioning strategies and improve on the level of rigor in them. We will alsocontinue with current strategies including more practice with the RAISE reading strategy, use of question stems for home, tutors, and GR. We will also purchase additional library books with various levels/genres that are more sutied for grade 3-5 and culturally relevant. We will continue reading buddies - paring classes and having older students read with younger students. We are also applying for several grants to upgrade our Library.

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

We will continue with current strategies and change/revise the following: 1- Hold Training for Reading Eggs/Eggspress to align with CC standards and to learn reporting features - teachers will monitor student usage and plan strategically for individual needs. 2 - Implement strategies using the Strategies that Work resource book that all 2-5 th ELA teachers received. 3 - Give ELA benchmark with the TE21 Assessments 3x a year and use the data to adjust planning and to better understand student mastery of skills and concepts.

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:	**Oak View Elementary**	**School Number:** 505
Principal:	Heather Bare	
LEA Name/Number:	Guilford County Schools (410)	

Priority Area 1

1B) To increase the literacy proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.

Improvement Strategy #1

Utilize the GCS Instructional Framework to support a Balanced Literacy program that includes direct instruction, intervention using LLI, Guided Reading, writing, higher order questioning, and rigor.

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1) Group K-5 students for GR and K-2 students for LLI based on Dibels/TRC.	Including teachers in decisions regarding the use of assessments	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) The part time reading teacher and tutors will assist students experiencing difficulty in literacy. Staff will provide additional support to students in Guided reading, LLI, writing strategies. Staff will also provide interventions to support student learning.	Instruction by Highly Qualified Teachers	Reading			$0.00				$0.00				$0.00	$0.00
3) The CF will work with teachers in professional development strategies and in PLCs to analyze student progress, determine length of intervention, and plan effective and rigorous lessons for students.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
4) We will continue to purchase AR to encourage and motivate students to read and work on comprehension. We will Utilize Brain Pop by all classroom teachers to reinforce reading foundational skills and strategies.	Activities for children experiencing difficulty	Reading	Supplies & Materials	3-5330-050-411	$3,324.90				$0.00				$0.00	$3,324.90
5) Identify underacheiving students in each grade level using Dibels, Reading 3D,K-2 assessments, AimsWeb probes, and formative teacher assessments. Continue to purchase mClass for 4th and 5th graders in order to better monitor student progress in K-5 and Traing all K-5 teachers on use of mclass. (see PD below Satp 10) Create and monitor School	Coordination & Integration of Federal, State, and Local Services		Supplies & Materials	3-5330-050-411	$2,500.00				$0.00				$0.00	$2,500.00
6) Create a Battle of Books team to enhance literacy and comprehension skills. This will also promote a love of reading and challenge many students.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
7) Day time Tutors will work in grades 3-5 to assist struggling students. Tutors will work with small groups of students based on Dibels/TRC, interim BM scores, and classroom assessments.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
8) Students in 1-5 will participate in fluency practice progress monitoring 3x a week. Students will record progress in student data notebooks. We will use Fluency passages in order to progress monitor. For our School and	Schoolwide Reform Strategies		Staff Dev/Workshop Expenses**	3-5330-050-312	$2,000.00				$0.00				$0.00	$2,000.00
9) Students will participate in grades 2-5 in weekly Maze/Daze progress monitoring weekly. Students will record progress in student data notebooks.	Schoolwide Reform Strategies				$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) We will also have PD on LLI to be used in small groups/GR time.	Reading				Reading				Select from drop down menu	Select budget category from drop down menu		$0.00	$0.00
11) Train teachers on Reading Eggs/Eggspress - teach them how to individualize the program to fit student needs.	Reading			$0.00				$0.00				$0.00	$0.00
12) Focus PD on August 20th for Instructional Framework and Early Release dates on DOK levels, questioning strategies, and writing in all content areas.	Reading			$0.00				$0.00				$0.00	$0.00

Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Contact parents of selected LLI students, send letter and/or conference with them prior to start of student's participation. Parents will also be involved in creating and monitoring Student PEPs.	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.	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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

14) Hold School wide Literacy Night for parents and families. Provide $5.00 vouchers for families to purchase books in the Book Fair duirng Litearcy Night. Provide refreshments for Literacy Night.	2) Offer a flexible number of meetings. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 5) Provide regular opportunities for parents to meet with school staff. 9) Provide materials and training to help parents work with their children to improve achievement. 14) Involve parents in the development for training for teachers, principals, and educators to improve the effectiveness of the training. (OPTIONAL)	Reading	Parent - Supplies & Materials	3-5880-050-411	$500.00	Reading			$0.00			$0.00	$500.00
15) Hold Annual Title 1 Meeting in September 2015 to share materials, resources, and strategies for parents to use for a successful year. Staff will explain the School Compact and address parent questions about the compact during this time. This will be coordinated with our PTA. Parents will meet with teacher and staff to receive strategies to help them with their child this year.	1) Convene a Title I Annual public meeting. 7) Develop School-Parent compacts.				$0.00				$0.00			$0.00	$0.00
											Subtotal #1:	$8,324.90

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #2

Provide explicit reading instruction in the areas of phonics, word study, and handwriting using the Fundations word study program in Grades K-3. Teachers in grades 4-5 will use Words Their Way to increase work skill and vocabulary development.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1 Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	#2 Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	#3 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
1) K-3 teachers will teach the 30-minute Fundations lesson daily.	Instruction by Highly Qualified Teachers	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) 4-5 teachers will teach Words Their Way 30 minutes daily.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
3) All teachers in K-5 will incorporate writing in all content areas on a regular basis.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
4) Curriculum Facilitator and principal will provide support for Fundations and Word study through walkthroughs and feedback.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				$0.00				$0.00				$0.00	$0.00
5) All Certified staff will participate in Learning Walks - This will be coordinated by the CF and Principal. Staff will visit other classrooms, take notes, and debrief with the CF and Principal. We will use the data to improve instruction in the areas of rigor and writing, and student engagement.	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.				$0.00				$0.00				$0.00	$0.00
6)SUBSTITUTES FOR TITLE I TEACHERS	Strategies to recruit, hire and retain highly qualified teachers to high needs schools.		Salary - Substitute Pay (Not Professional Development)	3-5330-050-162	$500.00				$0.00				$0.00	$500.00
7) Principal and CF will conduct Walkthroughs using the Instructional Framework Form to monitor DOK question levels, student			0		$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)	Title I Schoolwide 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
10) Send new K-3 staff to Fundations, Dibels, and TRC training - August 2015		Reading	Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00	$0.00
11) Principal will attend Instructional Framework training and then train staff August 2015					$0.00				$0.00				$0.00	$0.00
12)					$0.00				$0.00				$0.00	$0.00

Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) All grade levels will communicate to parents about Fundations, Word Study, Literacy, and Assessments through newsletters, grade level parent nights, iMoms, All ProDads, website, and parent conferences.	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. 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 & Math	Parent - Other Food Purchases	3-5880-050-459	$2,764.00	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	$2,764.00
14) We will create open computer lab times to assist parents with finding resources and/or using Parent Portal, Brain Pop, and Reading Eggs.	9) Provide materials and training to help parents work with their children to improve achievement. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.				$0.00				$0.00				$0.00	$0.00
15) Parents will be informed and have opportunity to be involved in the development and revision of the school improvement plan. Minutes are posted online for parents to review and/or provide feedback on progress through the school website and/or parent conferences. Information will be shared with parents through	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.				$0.00				$0.00				$0.00	$0.00
													Subtotal #2:	$3,264.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 1B

Improvement Strategy #3

We will support and encourage students to particiate in the GCS Read 20 as indicated in the GCS Strategic Plan thus increasing student independent reading time.

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1) Provide a reading log for students by all K-5 teachers to use both in class and at home to track their reading. Students will read for at least 20 minutes outside of instructional time.	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) Require all students in K-5 to participate in Book It Reading Program with Pizza incentives.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
3) Provide all K-5 classrooms with ample books from a variety of genres and on a continuum of developmental reading abilities for student use. We will purchase Scholastic Weekly Reader for K-2, and Time for Kids magazines for 3-5. Use available instructional funds, grants, and donations to increase classroom libraries, school library collection, and books students can take home.	Instruction by Highly Qualified Teachers	Reading	Supplies & Materials	3-5330-050-411	$2,900.00				$0.00				$0.00	$2,900.00
4) Hold parent meetings for Pre K, incoming K and 5th grade parents to assit in the transitions to the next grade level. This is noted below in PI.	Transition Activities (PreK-K; 5th-6th; 8th-9th)	Reading & Math			$0.00				$0.00				$0.00	$0.00
5) Purchase additional Library books to update our collection and provide a variety of reading materials for students. We will make sure we purchase culturally relevelavant materials and high interest books. We will use local funds as well as donations to help support this strategy.	Instruction by Highly Qualified Teachers	Reading	Library Books	3-5330-050-414	$701.76				$0.00				$0.00	$701.76
6) We will utilize the Maker Space (technology) to enhance literacy instruction. Maker Space is part of a grant with UNCG internship.					$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)		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
11)					$0.00				$0.00				$0.00	$0.00
12)					$0.00				$0.00				$0.00	$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Total Federal Funding for Action Step
13) Hold parent training sessions -First Grade Running Start training, Imoms, All Pro Dads, Grade level informational nights. Provide parents with information on independent reading, where to locate books, and how to monitor their child's progress in reading skills. Hold parent meetings for Pre K, incoming K and 5th grade parents to assit in the transitions to the next grade level. ESOL staff cooridnates programs for parents and teachers to ensure LEP students and parents are able to access the information. Refreshments will be provided.	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 9) Provide materials and training to help parents work with their children to improve achievement. 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. 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Reading & Math	Parent - Supplies & Materials	3-5880-050-411	$1,000.00	Reading	Parent - Other Food Purchases	3-5880-050-459	$0.00	Select from drop down menu	Select budget category from drop down menu		$0.00	$1,000.00
14)					$0.00				$0.00				$0.00	$0.00
15)					$0.00				$0.00				$0.00	$0.00
												Subtotal #3:		**$4,601.76**

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) To increase the math proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.
*SMART Goal *Specific, Measurable, Attainable, Results-Oriented, Timebound	By June 2016, 62.8% of our students will be proficient in math. Our subgroups goals are as follows: AA -58.8%; Hispanic -72.9%; White - 59.7%; EDS - 63.1%; SWD - 47.5%
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 62.8% of our students will be proficient in Math. Our subgroups goals are as follows: AA -58.8%; Hispanic -72.9%; White - 59.7%; EDS - 63.1%; SWD - 47.5%
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

In order to provide students with multiple opportunities to use math concepts, basic skills, problem solving, and vocabulary, students will be given regular opportunities to write and teachers will plan and ask appropriate level questions.

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) Two days a week we will implement the Bare Math Minute during morning annoucements. Students will solve the problem and receive reward for strategies and correct answers.	Title I		$0.00	$0.00	$0.00	$0.00
2) All 1st-5th grade students will participate in school wide math facts program for Fast Fact Fridays. This is monitored through data sheets and incentive program for each classroom.	Title I		$0.00	$0.00	$0.00	$0.00
3) All K-5 classrooms will focus on guided math instruction, math stations with critical thinking process explicitly taught/practiced.	Title I		$0.00	$0.00	$0.00	$0.00
4) All K-5 classrooms will incorporate problem solving in daily instruction. Students will use math journals to reflect on their learning and the CC 8 Mathmatical Practices.Students will use writing in math on a regular basis using a variety of instructional methods. Teachers will use all levels of DOK to get at student learning and increase rigor.	Title I		$0.00	$0.00	$0.00	$0.00
5) Students in grades 3-5 will partipate in Challenge 24 game/tournament and sumdog.com/GCS competition to practice mental math skills.	Title I		$0.00	$0.00	$0.00	$0.00
6) Each 2nd-5th grade student/class will particpate in completing xtramath.com practice during the school day and be encouraged to practice at home as well.	Title I		$0.00	$0.00	$0.00	$0.00
7) We will use common math vocabulary and problem solving strategies throughout with classrooms, support staff, and all math instruction through vertical team meetings.	Title I		$0.00	$0.00	$0.00	$0.00
8) All K-5 classess will use Calendar Math Program daily for sprial review.	Title I		$0.00	$0.00	$0.00	$0.00
9) Grade level staff will implement motiviational activities to encourage students to use strategies, learn facts, and work through problem solving processes. This will include graphs to chart progress, student data notebook data, bulletin board ideas, and prizes for students meeting their goals.	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) The CF and principal will provide staff with training at the start of the year in each program to be used - Challenge 24, xtramath.com, Calendar Math, content area writing, Problem of the day, using 8 mathematical practices, guided and TD math, DOK levels and questionsing strategies, and using critical thinking processes. We will also hold training on writing in the content areas using the Instructional Framework Resouces, GCS Curriculum and Instruction, and our CF.	Title I		$0.00	$0.00	$0.00	$0.00
11) K-2 staff will work with Principal and CF to learn additional strategies to improve mathematical thinking skills. 3-5 Staff will participate in Math PD using Common Core Lesson Planning and online resources. PD provided by District C and I, Principal and CF.	Title I		$1,089.00	$0.00	$0.00	$0.00
12) The counselor will train all staff on use of AimsWeb data analysis and use of interventions/probes. Each PLC will anlayze AimsWeb data as well as math assessment data to determine student progress. Data will be used to regroup students and revise instruction to match student needs.	Title I		$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			
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) Hold parent training sessions -Lunch and Learn and Grade level informational nights. Provide parents with information on math skills, where to locate resources, how to use manipulatives sent home, and how to monitor their child's progress with their math skills. Refreshments will be provided.	Title I		$0.00	$0.00	$0.00	$0.00
14) All classroom teachers will use newsletters and their websites to include Math Notes to help parents know what is being taught and what is expected of their children.	Title I		$0.00	$0.00	$0.00	$0.00
15)We will use Parent Academy Resources to provide parents with tools needed to address student needs in math. Resources will be provided at parent meetings, conferences, monthly newsletters. We will host the Parent Academy Parent Homework Dictionary Worshop in November 2015.	Title I		$0.00	$0.00	$0.00	$0.00

IMPROVEMENT STRATEGY #2

Implement I/E period for 30-45 minutes 2-3 times a week in all K-5 classrooms in order to provide additional assistance to SWD, FRL, and to close the gap between AA and White/Hispanic populations.

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) Identify all students in need of additional help using AimsWeb, performance tasks, and IEP goals.	Title I		$0.00	$0.00	$0.00	$0.00
2) Create and monitor PEPs for all students performing below proficiency levels in all K-5 classrooms.	Title I Extended		$0.00	$0.00	$0.00	$0.00
3) Create student porfolios by all K-5 teachers to be used to track student work/progress and to enhance communication. Students will keep data in Student Data Notebooks to share at Student Led Conferences.	Title I		$0.00	$0.00	$0.00	$0.00
4) Maintain student data notebooks for all K-5 students to set goals, monitor progress, and use as a tool for student led conferences with parents.	Title I		$0.00	$0.00	$0.00	$0.00
5) Principal and CF will conduct Walkthroughs using the Instructional Framework Form to monitor DOK question levels, student engagement, and writing instruction.	Title I		$0.00	$0.00	$0.00	$0.00
6) We will utilize the Maker Space (technology) to enhance math instruction. Maker Space is part of a grant with UNCG integrating technology into instruction.	Title I		$0.00	$0.00	$0.00	$0.00
7)			$0.00	$0.00	$0.00	$0.00
8)			$0.00	$0.00	$0.00	$0.00
9)			$0.00	$0.00	$0.00	$0.00

Action Steps to Implement Associated Professional Development	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding 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) Train all new staff in using AimsWeb data, protocols, and CBMs.	Title I		$0.00	$0.00	$0.00	$0.00
11) Train all staff in the use of Student data notebooks and effective student led conferences.	Title I		$0.00	$0.00	$0.00	$0.00
12) Train all classroom teachers on developing and maintaining effective PEP goals and data for struggling students.	Title I		$0.00	$0.00	$0.00	$0.00

Action Steps to Implement Associated Parental Involvement	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
Identify parental involvement activities, providers, and the dates activities will begin and end.	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
13) Parents will participate in developing and monitoring PEPs.			$0.00	$0.00	$0.00	$0.00
14) Parents will be given the opportunity to participate in GCS Parent Academy Trainings. They will also be able to check out Math Bag activities to use at home with their students.			$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

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?

Daily walkthrough forms/notes, PLC data and notes. Interim Benchmark data, EOG data, Curriculum performance tasks, pre/post assessments, AimsWeb Data, PEP intervention data, Formative assessment tools.

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

We will use the data collected from AimsWeb, BM, CBMs, Mock EOG, and student data on Fast Facts.

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?)

We are still weak in computation in grades 3-4, quantity discrimination in K-2 and application of concepts in 5th grade. Our first Interim benchmark scores were as follows: 3rd - 32%; 4th - 40%; and 5th grade - 51%.

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

The data for 3-5 Math Benchmarks is as follows: (Grade – 1stBM/2ndBM – growth) ELA – 3rd 32.95/41.23 +8.28; 4th grade 39.76/41.61 +1.85; 5th – 34.53/48.60   +14.07; Growth -EC – 3rd : -10.4; 4th – +1.2; 5th : +5.5; ESOL -3rd +6.1; 5th - +16.4; AG 3rd- +8.8; 4th - +3.1;-5th - +18.6

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

For the 2014-2015 school year are data is as follows: ELA dropped from 48.8% to 47.6%; Math dropped from 45.4% to 40%, while Science continues to increase - 56.1% to 61%. Our AA subgroups dropped in all areas as did our ESOL subgroup except in 5th Grade math and Science. Our EC groups continue to fluctuate each year. We will incorporate the Instructional Framework (T3 /T4) into our instruction. We will focus our efforts in writing through the content areas as well as evaluate our questioning strategies and improve on the level of rigor in them. We will continue with all other strategies as written.

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

AIMSWEB data for BOY is as follows- This data showe the % not proficient and is based on national norms. MCAP - Concepts and Applications -2nd - 29%;3- 42%; 4th -78%; 5th - 56.9%. In K the QDM (quantity discrimination measure)shows 32.2% not proficient. In first the MCOMP - shows 29% not proficient.

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?)

WE need to increase time on computation including xtramath.com and weekly math facts school wide tests. We also need more effective common assessments. We would like to have a mock EOG in the middle of the year. Staff will use benchmark results to reteach concepts as well as meet with individual students to help them understand area where they are not proficient.

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

We will change the master schedule to be sure we are giving math uninterupted time. We will incorporate the Instructional Framework (T3 /T4) into our instruction. We will focus our efforts in writing through the content areas as well as evaluate our questioning strategies and improve on the level of rigor in them. We will continue with current strategies with the following focus - K-2 application with story problems. 3rd grade will work on multiplication and 2 step problems. 4th and 5th grade Fractions and multistep word problems. We will be more diligent in protecting math time. We will use our new CF to assist us in evaluating our math instruction and providing PD in areas that need addressing.

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

We will continue with all other strategies as written.

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

We will continue with the strategies updated at the BOY and add/revise the following: 1 - Purchase Math Seeds web based program for K-2 students for math enrichment/intervention. 2 - Purchase Guided Math Book to hold a book study for all K-5 certified staff to begin in January 2016. 3 - A representative from each grade level went to another school with success with math and observed their work. They then brought back strategies and ideas for the grade level in PLCs. 4 - Extend xtramath to K-2 where appropriate and where students are ready. 5 - Principal and CF create Oak View Math expecations list and shared at all PLCs to ensure all staff are aware of math needs and the plan for how to increase student learning. 6 - District personnel to conduct walkthroughs with written feedback to teacher, CF, and principal. 7 - Vertical Conversations meeting with grade levels in Vertical PLC Teams. 8 - 3-5 staff will use TenMarks (a math computerized program) to reinforce math skills. 9- First grade will monitor addition/subtraction fact mastery by motivating students with hallway progress charts and treats. 10- Investigate the Implementation of Math Talk - will need PD to ensure effectiveness. 11 - Increase the use of Math journals/Quick Writes in math. 12 - Use TE21 Benchmark Assessments 3x a year and use data to adjust instruction to student needs.

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.)

School Name: Oak View Elementary **School Number:** 505

Principal: Heather Bare

LEA Name/Number: Guilford County Schools (410)

Priority Area 2

2B) To increase the math proficiency levels for the following subgroups: ALL, African American, Free and Reduced Lunch, and Students with Disabilities.

Improvement Strategy #1

In order to provide students with multiple opportunities to use math concepts, basic skills, problem solving, and vocabulary, students will be given regular opportunities to write and teachers will plan and ask appropriate level questions.

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
			#1				#2				#3			
1) Two days a week we will implement the Bare Math Minute during morning annoucements. Students will solve the problem and receive reward for strategies and correct answers.	Instruction by Highly Qualified Teachers		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) All 1st-5th grade students will participate in school wide math facts program for Fast Fact Fridays. This is monitored through data sheets and incentive program for each classroom.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
3) All K-5 classrooms will focus on guided math instruction, math stations with critical thinking process explicitly taught/practiced.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
4) All K-5 classrooms will incorporate problem solving in daily instruction. Students will use math journals to reflect on their learning and the CC 8 Mathmatical Practices.Students will use writing in math on a regular basis using a variety of instructional methods. Teachers will	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
5) Students in grades 3-5 will partipate in Challenge 24 game/tournament and sumdog.com/GCS competition to practice mental math skills.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
6) Each 2nd-5th grade student/class will particpate in completing xtramath.com practice	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
7) We will use common math vocabulary and problem solving strategies throughout with classrooms, support staff, and all math instruction through vertical team meetings.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
8) All K-5 classess will use Calendar Math Program daily for sprial review.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
9) Grade level staff will implement motiviational activities to encourage students to use strategies, learn facts, and work through problem solving processes. This will include graphs to chart progress, student data notebook data, bulletin board ideas, and prizes for students meeting their goals.	Activities for children experiencing difficulty				$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) The CF and principal will provide staff with training at the start of the year in each program to be used - Challenge 24, xtramath.com, Calendar Math, content area writing. Problem of the day, using 8 mathematical practices, guided and TD math, DOK levels and questionning strategies, and using critical thinking			Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down menu	Select budget category from drop down menu		$0.00	$0.00
11) K-2 staff will work with Principal and CF to learn additional strategies to improve mathematical thinking skills. 3-5 Staff will participate in Math PD using Common Core Lesson Planning and online resources. PD provided by District C and I, Principal and CF.			Staff Dev/Workshop Expenses**	3-5330-050-312	$1,089.00				$0.00				$0.00	$1,089.00
12) The counselor will train all staff on use of AimsWeb data analysis and use of interventions/probes. Each PLC will anlayze AimsWeb data as well as math assessment data to regroup students and revise instruction to match student needs.					$0.00				$0.00				$0.00	$0.00
Parent Involvement Action Steps	**Title I Parent Involvement Component**	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Hold parent training sessions -Lunch and Learn and Grade level informational nights. Provide parents with information on math skills, where to locate resources, how to use manipulatives sent home, and how to monitor their child's progress with their math skills. Refreshments will be provided.	2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 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). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress. 2) Offer a flexible number of meetings. 5) Provide regular opportunities for parents to meet with school staff. 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). 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.		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

2015-16 TITLE I SCHOOLWIDE WORKSHEET 2B

14) All classroom teachers will use newsletters and their websites to include Math Notes to	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).			$0.00			$0.00			$0.00	$0.00
15)We will use Parent Academy Resources to provide parents with tools needed to address	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress.			$0.00			$0.00			$0.00	$0.00
										Subtotal #1:	$1,089.00

Implement I/E period for 30-45 minutes 2-3 times a week in all K-5 classrooms in order to provide additional assistance to SWD, FRL, and to close the gap between AA and White/Hispanic populations.

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1) Identify all students in need of additional help using AimsWeb, performance tasks, and IEP goals.	Including teachers in decisions regarding the use of assessments		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) Create and monitor PEPs for all students performing below proficiency levels in all K-5 classrooms.	Including teachers in decisions regarding the use of assessments				$0.00				$0.00				$0.00	$0.00
3) Create student porfolios by all K-5 teachers to be used to track student work/progress and to enhance communication. Students will keep data in Student Data Notebooks to share at Student Led Conferences.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
4) Maintain student data notebooks for all K-5 students to set goals, monitor progress, and use as a tool for student led conferences with parents.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
5) Principal and CF will conduct Walkthroughs using the Instructional Framework Form to	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
6) We will utilize the Maker Space (technology) to enhance math instruction. Maker Space is					$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) Train all new staff in using AimsWeb data, protocols, and CBMs.		Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down menu	Select budget category from drop down menu		$0.00	$0.00
11) Train all staff in the use of Student data notebooks and effective student led conferences.				$0.00				$0.00				$0.00	$0.00
12) Train all classroom teachers on developing and maintaining effective PEP goals and data for struggling students.				$0.00				$0.00				$0.00	$0.00

Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will participate in developing and monitoring PEPs.	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 from drop down menu	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) Parents will be given the opportunity to participate in GCS Parent Academy Trainings. They will also be able to check out Math Bag activities to use at home with their students.	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.				$0.00				$0.00				$0.00	$0.00
15)					$0.00				$0.00				$0.00	$0.00

PRIORITY AREA 3B AND ASSOCIATED STRATEGIES

Priority Area 3	3B) To increase the number of 5th graders proficient in Science by providing quality instruction in grades K-5 in Science Inquiry and processes.
*SMART Goal **Specific, Measurable, Attainable, Results-Oriented, Timebound*	By June 2016, 67.7 % of our students will be proficient in science. We will increase from 56.1% to 67.7% as measured by NC EOG for Science.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, 67.7% of our students will be proficient in science. We will increase from 61.0% to 62.3% or higher as measured by NC EOG for Science.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

IMPROVEMENT STRATEGY #1

All K-5 teachers will provide direct science instruction daily using writing strategies and appropriate levels of questions.

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 explicitly teach the scientific method to all students K-5.			$0.00	$0.00	$0.00	$0.00
2) We will have school wide science vocabulary instruction using consistent terminology K-5.			$0.00	$0.00	$0.00	$0.00
3) All students will have hands on science lesson/experiment a minium of 1x per week using Science Kits, Brain Pop resources, and AIMS resources). The SIP Science Goal Team will plan and discuss at the monlthly SIP/Vertical Team meetings.			$0.00	$0.00	$0.00	$0.00
4) All schedules will reflect science instruction daily with a monthly calendar of topics per grade level.			$0.00	$0.00	$0.00	$0.00
5) Using SchoolNet create preassessments, benchmarks, and post assessments for 3rd and 4th graders to be administered in conjunction with 5th grade assessments.			$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**			
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) 5th grade science teacher will attend regional science PD with other 5th grade science teachers led by Regional Science Coordinator			$0.00	$0.00	$0.00	$0.00
11) 5th grade Science Teacher and CF will provide training on the Scientific Method and writing effective Science Lesson Plans - 5E template - The 5th grade Science Teacher will train 3rd and 4th grade teachers on how to create assessments on schoolnet to make interim Science benchmarks to determine student understanding.			$0.00	$0.00	$0.00	$0.00
SIP Science Goal Team will provide PD at Early Release and/or staff meetings to ensure an effective progression of learning K-5. They will also share lesson plans, resources, and ideas to engage students in Science Instruction.			$0.00	$0.00	$0.00	$0.00

PRIORITY AREA 3B 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) Parents will be invited to participate and/or lead demonstrations of Science Concepts			$0.00	$0.00	$0.00	$0.00
14) Parents will be invited to assist in the Science Fair - setting up, monitoring/guiding students, and clean up			$0.00	$0.00	$0.00	$0.00
15)			$0.00	$0.00	$0.00	$0.00

IMPROVEMENT STRATEGY #2

Utilize and procur Science Resources to support and expand rigor in science instruction.

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) All K-5 staff will use Brain Pop and Brain Pop Jr. to enhance and practice science concepts.			$0.00	$0.00	$0.00	$0.00
2) Purchase and/or write a grant to obtain science kits and materials for each classroom/grade level to enhance science instruction.			$0.00	$0.00	$0.00	$0.00
3) All grades plan at least 1 field trip with NC Essential Standards for science objectives as the focus.			$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			
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) Send staff for Training to use Science Kits appropriately			$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) Parents will be invited to assist with Science Fair - set up, assisting students, and viewing the entries.			$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 3B AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

The SIP Science Goal Team will hold monthly meetings to coordinate science strategies and vertically plan science instruction K-5.

Action Steps to Implement Improvement Strategy	Additional Improvement Plan(s) that this Action Step Supports (select all that apply from drop down or specify in "Other")		Supplemental Title I or Magnet Funding Allocated to Support Action Step			
	Improvement Plans (drop down menu)	Other (Specify)	Title I	Title I State Priority	Title I State Focus	Magnet
1) Meet on the 2nd Monday of each month in the media center. Elect a chair and secretary to monitor the group. At each staff meeting and PLC (as needed) share information and resources.			$0.00	$0.00	$0.00	$0.00
2) Plan grade level field trips.			$0.00	$0.00	$0.00	$0.00
3) Discuss and share resources for the lab and/or classrooms.			$0.00	$0.00	$0.00	$0.00
4) All 4th and 5th graders will be required to submit a science fair entry. K-3 will submit a classroom entry.			$0.00	$0.00	$0.00	$0.00
5) We will utilize the Maker Space (technology) to enhance science instruction. Maker Space is part of a grant with UNCG integrating technology into instruction.			$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 3B AND ASSOCIATED STRATEGIES

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Interim Benchmark data for 5th grade, walkthrough data, Brain Pop Quiz/usuage data, Formative Assesment tools, teacher created assessments, Student data notebooks, master and classroom schedules, and lesson plans.

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

Performance indicators (formative assesment tools, benchmark data, student data notebooks) will show an increase in students' science proficiency. Lesson plans will document fidelity of science instruction aligned with the science curriculum and best practice.

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?)

We are on target for achieving goals as outlined. Our Science benchmark scores were as follows: 43% compared to the district at 46%.

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

We are on target for achieving goals as outlined. Our Science benchmark scores were as follows: 56.37% compared to the district at 56.08%. Comparing first BM to 2nd BM we had a gain of 12.74%. We gave a BM to 3rd and 4th grade and their scores were as follows - 3rd - 48.8% - 4th - 54.9%.

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

For the 2014-2015 school year are data is as follows: Science continues to increase - 56.1% to 61%. Our AA subgroup dropped from 58.3% to 45.8% in Science and our EC groups were as follows: They dropped from 33.3% to <5%.   Our EC groups continue to fluctuate each year. AG students increased from 91.7% to 94.7%. ESOL students grew from 45.5% to 80%.

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

Our 5th grade Unit scores are as follows: Unit 1- Matter - Pre -44.9% Post -60.66%; Unit 2 -Thermal Energy - Pre 43.73% Post -63.73%; Unit 3 -Weather -Pre 43% Post - Pending   The data show we need to increase the percentage of questions answered correctly on unit assessments.

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.)

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?)

Mrs. Turner will teach 3-5th grade teachers to develop pre and post assessments. She will assist in developing 3rd and 4th grade Science Benchmarks to be taken in conjunctionw ith 5th grade benchmarks.

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

Strategies wil remain and we will focus on vocabulary, standards, and practice test questions. Review should include what standards look like in a test format. We will give another 3rd and 4th grade bnechmark and compare growth for those grade levels.

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

We will incorporate the Instructional Framework (T3 /T4) into our instruction. We will focus our efforts in writing through the content areas as well as evaluate our questioning strategies and improve on the level of rigor in them. We will continue with all other strategies as written.

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

Strategy #2-Utilize and procure Science resources to support and expand rigor in Science instruction.
We have procured 6 microscopes to give students hands-on experience when talking about unicellular and multicellular organisms, which was one of our weakest areas on last year's EOG.
All grade levels will incorporate writing into Science instruction through quick-writes and summarizing labs. 3rd-5th grade will increase student understanding through use of Science Notebooks.

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.)

School Name:	**Oak View Elementary**		School Number:	**505**
Principal:	Heather Bare			
LEA Name/Number:	Guilford County Schools (410)			

Priority Area 3

3B) To increase the number of 5th graders proficient in Science by providing quality instruction in grades K-5 in Science Inquiry and processes.

Improvement Strategy #1

All K-5 teachers will provide direct science instruction daily using writing strategies and appropriate levels of questions.

		#1				#2				#3				
Action Steps to Implement Improvement Strategy	**Title I Schoolwide 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**
1) Teachers will explicitly teach the scientific method to all students K-5.	Instruction by Highly Qualified Teachers	Select from drop down menu	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	$0.00
2) We will have school wide science vocabulary instruction using consistent terminology K-5.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
3) All students will have hands on science lesson/experiment a minium of 1x per week using Science Kits, Brain Pop resources, and AIMS resources. The SIP Science Goal Team will plan and discuss at the monlthly SIP/Vertical Team meetings.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
4) All schedules will reflect science instruction daily with a monthly calendar of topics per grade level	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
5) Using SchoolNet create preassessments, benchmarks, and post assessments for 3rd and 4th graders to be administered in conjunction with 5th grade assessments.	Including teachers in decisions regarding the use of assessments				$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) 5th grade science teacher will attend regional science PD with other 5th grade science teachers led by Regional Science Coordinator		Select from drop down menu	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	$0.00
11) 5th grade Science Teacher and CF will provide training on the Scientific Method and writing effective Science Lesson Plans - 5E template - The 5th grade Science Teacher will train 3rd and 4th grade teachers on how to create assessments on schoolnet to make interim Science benchmarks to determine student					$0.00				$0.00				$0.00	$0.00
SIP Science Goal Team will provide PD at Early Release and/or staff meetings to ensure an effective progression of learning K-5. They will also share lesson plans, resources, and ideas to engage students in Science Instruction.					$0.00				$0.00				$0.00	
Parent Involvement Action Steps	**Title I Parent Involvement Component**	**Addresses Reading, Math, or Reading & Math**	**Budget Category 1** *(May select up to three Budget Categories for each action step.)*	**Budget Code**	**Amount**	**Addresses Reading, Math, or Reading & Math**	**Budget Category 2** *(May select up to three Budget Categories for each action step.)*	**Budget Code**	**Amount**	**Addresses Reading, Math, or Reading & Math**	**Budget Category 3** *(May select up to three Budget Categories for each action step.)*	**Budget Code**	**Amount**	**Total Federal Funding for Action Step**
13) Parents will be invited to participate and/or lead demonstrations of Science Concepts	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	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
14) Parents will be invited to assist in the Science Fair - setting up, monitoring/guiding students, and clean up	4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights).				$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 3B

Improvement Strategy #2

Utilize and procur Science Resources to support and expand rigor in science instruction.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1 Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	#2 Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	#3 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
1) All K-5 staff will use Brain Pop and Brain Pop Jr. to enhance and practice science concepts.	Instruction by Highly Qualified Teachers	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) Purchase and/or write a grant to obtain science kits and materials for each classroom/grade level to enhance science instruction.	Coordination & Integration of Federal, State, and Local Services				$0.00				$0.00				$0.00	$0.00
3) All grades plan at least 1 field trip with NC Essential Standards for science objectives as the focus.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
4)	Coordination & Integration of Federal, State, and Local Services				$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) Send staff for Training to use Science Kits appropriately		Select from drop down menu	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down menu	Select budget category from drop down menu		$0.00	$0.00
11)					$0.00				$0.00				$0.00	$0.00
12)					$0.00				$0.00				$0.00	$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parents will be invited to assist with Science Fair - set up, assisting students, and viewing the entries.	5) Provide regular opportunities for parents to meet with school staff. 5) Provide regular opportunities for parents to meet with school staff.	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
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 WORKSHEET 3B

Improvement Strategy #3

The SIP Science Goal Team will hold monthly meetings to coordinate science strategies and vertically plan science instruction K-5.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1 Addresses Reading, Math, or Reading & Math	Budget Category 1 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	#2 Addresses Reading, Math, or Reading & Math	Budget Category 2 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	#3 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
1) Meet on the 2nd Monday of each month in the media center. Elect a chair and secretary to monitor the group. At each staff meeting and PLC (as needed) share information and resources.	Schoolwide Reform Strategies	Select from drop down menu	Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00	$0.00
2) Plan grade level field trips.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
3) Discuss and share resources for the lab and/or classrooms.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
4) All 4th and 5th graders will be required to submit a science fair entry. K-3 will submit a classroom entry.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
5) We will utilize the Maker Space (technology) to enhance science instruction. Maker Space is					$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)	Select from drop down menu	Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00	$0.00
11)				$0.00				$0.00				$0.00	$0.00
12)				$0.00				$0.00				$0.00	$0.00

Parent Involvement Action Steps	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)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	Select from drop down menu	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 #3:		**$0.00**

PRIORITY AREA 4B AND ASSOCIATED STRATEGIES

Priority Area 4	4B) We will work to decrease the gaps between our AA and EC subgroups and our White/Hispanic groups by increasing proficiency by 5% in those subgroups.
***SMART Goal** *Specific, Measurable, Attainable, Results-Oriented, Timebound*	By June 2016, our AA subgroups will be 54.1% proficient in Reading; 58.8% proficient in Math; and our 5th grade AA population will be 57.1% proficient in Science. The gap will be decreased by 5% in all subject areas.
Target Goal for 2014-15 (What goal must be reached to be on target to meet SMART goal?)	By June 2016, our AA subgroups will be 54.1% proficient in Reading; 58.8% proficient in Math; and our 5th grade AA population will be 57.1% proficient in Science. The gap will be decreased by 5% in all subject areas.
GCS 2016 Strategic Plan Alignment	Area I: Personalized Learning

IMPROVEMENT STRATEGY #1

All certified staff will have the following goal in their PDP - To increase all subgroups by 5% with a focus on closing the gap in our AA subgroup.

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) We will use the resources provided at the AAMI Summer 2015 to assist all staff in understanding diverse cultures and to effectively engage all students.	Title I		$0.00	$0.00	$0.00	$0.00
2) We will use Early Release days and our Monthly Veritcal teams to continue our learning. Reading relevant articles, reviewing our data, and using the materials provided by the district CF meetings to determine topic focus each month.	Title I		$0.00	$0.00	$0.00	$0.00
3) Lesson plans will include Culturally relevant materials and books and noted in each lesson.	Title I		$0.00	$0.00	$0.00	$0.00
4) We will promote and use the Culturally Relevant Guided Reading sets and work to increase the materials available to teachers.	Title I Extended		$0.00	$0.00	$0.00	$0.00
5) Staff will utilize the materials- A Resource for Equitable Classroom Practices and videos to assit them in reaching all students in an equitable manner.	Title I		$0.00	$0.00	$0.00	$0.00
6) We will use our Covey Leadership resources and training to teach students the 7 Habits, Leadership Skills, Service Learning, and character education.	Title I Extended Learning		$0.00	$0.00	$0.00	$0.00
7) During weekly PLCs, monthly Vertical Team and Staff meetings, we will analyze current data and revise lesson plans, tutor plans, SIP, and PDPs to address the current data and student needs.	Title I Extended Learning		$0.00	$0.00	$0.00	$0.00
8) We will continue to partner with community agencies, and faith based organizations to assist students and parents in locating resources to assist them.			$0.00	$0.00	$0.00	$0.00
9) We will use Smart Board technology, document cameras, and projectors to assist teachers in Reading and Math instruction and to increase student engagement in all content areas. All teachers will be trained to use new technology in-house.	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) Certified staff will attend Achieving Academic Excellence for African American Male Students Summer Symposium - June 23, 2015	Title I		$0.00	$0.00	$0.00	$0.00
11) During initial PLCs, vertical team, and staff meetings we will work with staff on understanding the disparity and share the resouces available to assist them in meeting the goals of increasing AA subgroup proficiency.	Title I		$0.00	$0.00	$0.00	$0.00
12) We will invite Dr. Eric Hines, Monica Walker, and/or Deena Hayes to present to our staff and assist us in creating best practices. We will work with them to monitor our progress.			$0.00	$0.00	$0.00	$0.00

PRIORITY AREA 4B 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) Staff will share with parents in Grade Level Parent Nights, Newsletters, parent conferences, and through PTA ways to engage and motivate students, especially our male population to read and succeed in school.	Title I		$0.00	$0.00	$0.00	$0.00
14) We will create a Parent involvement Team including staff, parents, and the community to address the disparity issues and create action steps to reduce disparity in our school and community through our All Pro Dads, Parent Meetings, and community support groups.	Title I		$0.00	$0.00	$0.00	$0.00
15)The counselor and soial worker will work with community agencies to coordinate family support. We will offer assistance in navigating the internet, job searches, and community agency assistance that is available to parents.			$0.00	$0.00	$0.00	$0.00

IMPROVEMENT STRATEGY #2

(Enter Improvement Strategy #2)

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)			$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 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)			$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 4B 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

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 use staff feedback on PD offered, minutes from meetings with staff and parents, BM Data, Dibles/TRC data, lesson plans, PLC minutes, as well as parents survey feedback.

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

We will use staff feedback on PD offered, minutes from meetings with staff and parents, BM Data, Dibles/TRC data, lesson plans, PLC minutes, as well as parents survey feedback.

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?)
Current data shows the following - ELA - 3rd grade - All - 45%   AA - 42% AA males-39% ; 4th - All -55 %   AA - 51% AA males-47% ; 5th grade - All - 50%   AA -46.3% AA males-41%. Math interim scores are as follows - 3rd - All - 33%   AA - 29% AA males-29%; 4th grade - All - 40%   AA - 37% AA males-35%; 5th grade - All - 35%   AA - 31% AA males-32%. We are still struggling in math with all groups and the gaps are getting smaller in math, but not in ELA for some grade levels.

Review 2 - 2014-15 (Based on results evidenced December through February, how/should strategies be changed?)
The 2nd Interim data shows the following - ELA - 3rd grade - All - 49.2%   AA - 44.51% AA males-42.98% ; 4th - All - 55.7 %   AA - 54.57% AA males-50.84% ; 5th grade - All - 51.6%   AA -46.11% AA males-41.71%. Math interim scores are as follows - 3rd - All - 41.1%   AA - 37.91% AA males-33.84%; 4th grade - All - 41.9%   AA - 37.17% AA males-33.84%; 5th grade - All - 50.1%   AA - 41.31% AA males-44.77%. We made the most gains in growth in math except in EC 3rd grade math and our AAM subgroups. We still have gaps in All and AA/AAM.

Review 3 - 2014-15 (Based on results evidenced end-of-year results, how/should strategies be changed?)
EOY data is as follows for AA subgroups: Reading 29.2% for AA and 47.6% all. Math - 26.0 for AA and 40% for all. Science - 45.8% for AA and 61% for all. We have a lot of work to do in this area. One group that made improvements was 4th grade. The year before 4th grade ELA was 33.3% - 2015 it was 41%.

Review 1 - 2015-16 (Based on results evidenced August through November, how/should strategies be changed?)
Our BOY DIBELS data is as follows: (All% proficienct/AAM% proficient) - K - 54%/64%; 1st- 67%/47%; 2nd - 76%/61%; 3rd - 68%/87%; 4th - 56%/52%; 5th - 71%/44%. TRC data is as follows: K-17%/8%; 1st - 56%/33%; 2nd - 14%/6%; 3rd - 27%/19%; 4th - 52%/50%; 5th - 71%/33%. We have narrowed the gap in 4th DIBELS and TRC. While overall 3rd grade is weak, our AAM surpassed our all in DIBELS. We have 83% of Kindergarteners that came in below Kindergarten readiness in reading. The following focus grades have grade level PEPS - K, 2, 3, and 4th.

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 4B 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?)

We will continue current strategies and add our Bear Buddies to the current plan for helping mentor AA students with a focus on struggling AA male students in grades 3-5 with all staff contributing. We are working on additional PD with Dr. Hines and Monica Walker for after the winter break.

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

We will continue current strategies and add our Bear Buddies to the current plan for helping mentor AA students with a focus on struggling AA male students in grades 3-5 with all staff contributing.

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

We will continue with current strategeis and use the AAM team to assist the rest of the staff in undertanding best practices and culturally relevant strategies for all students.

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

Continue with current strategies - sharing ideas at Staff and Vertical team meetings from District resources and from OV teachers that have effective strategies for working with AAM.

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.)

School Name: Oak View Elementary   **School Number:** 505

Principal: Heather Bare

LEA Name/Number: Guilford County Schools (410)

Priority Area 4

4B) We will work to decrease the gaps between our AA and EC subgroups and our White/Hispanic groups by increasing proficiency by 5% in those subgroups.

Improvement Strategy #1

All certified staff will have the following goal in their PDP - To increase all subgroups by 5% with a focus on closing the gap in our AA subgroup.

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
1) We will use the resources provided at the AAMI Summer 2015 to assist all staff in understanding diverse cultures and to effectively engage all students.	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) We will use Early Release days and our Monthly Vertical teams to continue our learning. Reading relevant articles, reviewing our data, and using the materials provided by the district CF meetings to determine topic focus each month.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
3) Lesson plans will include Culturally relevant materials and books and noted in each lesson.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
4) We will promote and use the Culturally Relevant Guided Reading sets and work to increase the materials available to teachers.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
5) Staff will utilize the materials- A Resource for Equitable Classroom Practices and videos to assist them in reaching all students in an equitable manner.	Activities for children experiencing difficulty				$0.00				$0.00				$0.00	$0.00
6) We will use our Covey Leadership resources and training to teach students the 7 Habits, Leadership Skills, Service Learning, and character education.	Schoolwide Reform Strategies				$0.00				$0.00				$0.00	$0.00
7) During weekly PLCs, monthly Vertical Team and Staff meetings, we will analyze current data and revise lesson plans, tutor plans, SIP, and PDPs to address the current data and student needs.	Instruction by Highly Qualified Teachers				$0.00				$0.00				$0.00	$0.00
8) We will continue to partner with community agencies, and faith based organizations to assist students and parents in locating resources to assist them.	Coordination & Integration of Federal, State, and Local Services				$0.00				$0.00				$0.00	$0.00
9) We will use Smart Board technolgy, document cameras, and projectors to assist teachers in Reading and Math instruction and to increase student engagement in all content areas. All teachers will be trained to use new...	Schoolwide Reform Strategies	Reading & Math			$0.00				$0.00				$0.00	$0.00

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Certified staff will attend Achieving Academic Excellence for African American Male Students Summer Symposium - June 23, 2015		Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down menu	Select budget category from drop down menu		$0.00	$0.00
11) During initial PLCs, vertical team, and staff meetings we will work with staff on understanding the disparity and share the resouces available to assist them in meeting the goals of increasing AA subgroup proficiency.				$0.00				$0.00				$0.00	$0.00
12) We will invite Dr. Eric Hines, Monica Walker, and/or Deena Hayes to present to our staff and assist us in creating best practices. We will work with them to monitor our progress.				$0.00				$0.00				$0.00	$0.00

Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Staff will share with parents in Grade Level Parent Nights, Newsletters, parent conferences, and through PTA ways to engage and motivate students, especially our male population to read and succeed in school.	2) Offer a flexible number of meetings. 4) Provide timely information to parents through various methods, (i.e.: web pages, newsletters, ConnectEd, Parent Nights). 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.	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
14) We will create a Parent involvement Team including staff, parents, and the community to address the disparity issues and create action steps to reduce disparity in our school and community through our All Pro Dads, Parent Meetings, and community support groups.	2) Offer a flexible number of meetings. 6) Provide for parent comments and feedback on the content of the schoolwide program plan. 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and schoolwide program plans. 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.	Reading & Math			$0.00				$0.00				$0.00	$0.00

15)The counselor and soial worker will work with community agencies to coordinate family support. We will offer assistance in navigating the internet, job searches, and community agency assistance that is available to parents.	21) Develop appropriate roles for community-based organizations and businesses in parent involvement activities. (OPTIONAL)			$0.00			$0.00			$0.00	$0.00
									Subtotal #1:	$0.00

2015-16 TITLE I SCHOOLWIDE WORKSHEET 4B

Improvement Strategy #2

(Enter Improvement Strategy #2)

Action Steps to Implement Improvement Strategy	Title I Schoolwide 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
			#1				#2				#3			
1)	Select from drop down menu	Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Addresses Reading, Math, or Reading & Math	Budget Category 1 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Total Federal Funding for Action Step
10)		Select from drop down	Select budget category from drop down menu		$0.00	Select from drop down	Select budget category from drop down menu		$0.00		Select budget category from drop down menu		$0.00	$0.00
11)					$0.00				$0.00				$0.00	$0.00
12)					$0.00				$0.00				$0.00	$0.00
Parent Involvement Action Steps	Title I Parent Involvement Component	Addresses Reading, Math, or Reading & Math	Budget Category 1 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 2 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Addresses Reading, Math, or Reading & Math	Budget Category 3 *(May select up to three Budget Categories for each action step.)*	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required, Components 14-21 are OPTIONAL	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)					$0.00				$0.00				$0.00	$0.00
15)					$0.00				$0.00				$0.00	$0.00

2015-16 TITLE I SCHOOLWIDE BUDGET SHEET B

School Name:	**Oak View Elementary**	School Number: **505**
Principal:	Heather Bare	
LEA:	Guilford County Schools (410)	

PRC 050 Allocation	$105,574.42

Parent Involvement Set-Aside
$2,639.42
Budgeted Parent Involvement
$4,264.00
Great! You have met your PI Set-Aside.

Professional Development Set-Aside
$3,088.05
Budgeted Professional Development
$3,089.00
Great! You have met your PD Set-Aside.

PI PD*	PRC 050 BUDGET CODE		ACCOUNT NAME	050 CURRENT BUDGET
	3-5320-050-131-	505	Salary - Social Worker	$0.00
	3-5320-050-181-	505	Payroll - Supplementary Pay (5320)	$0.00
	3-5320-050-184-	505	Payroll - Longevity Pay (5320)	$0.00
	3-5320-050-211-	505	Payroll - Social Security/FICA (5320)	$0.00
	3-5320-050-221-	505	Payroll - Retirement (5320)	$0.00
	3-5320-050-231-	505	Payroll - Hospitalization Ins. (5320)	$0.00
	3-5330-050-121-	505	Salary - Teacher	$17,490.00
PD	3-5330-050-125-	505	Salary - New Teacher Orientation	$0.00
	3-5330-050-135-	505	Salary - Lead Teacher/Curriculum Facilitator	$26,531.80
	3-5330-050-142-	505	Salary - Teacher Assistant	$0.00
	3-5330-050-143-	505	Salary - Tutor (Daytime)	$21,000.00
	3-5330-050-144-	505	Salary - Translator/Interpreter	$0.00
	3-5330-050-162-	505	Salary - Substitute Pay (NOT Professional Development)	$464.47
PD	3-5330-050-163-	505	Salary - Substitute Pay (Professional Development)	$0.00
	3-5330-050-181-	505	Payroll - Supplementary Pay (5330)	$4,801.80
	3-5330-050-184-	505	Payroll - Longevity Pay (5330)	$0.00
PD	3-5330-050-191-	505	Salary - Other Assignment (EEA) Curriculum Development	$0.00
PD	3-5330-050-196-	505	Staff Dev Participant (Stipend)	$0.00
PD	3-5330-050-197-	505	Staff Dev Instructor (Stipend)	$0.00
	3-5330-050-211-	505	Payroll - Social Security/FICA (5330)	$5,377.04
	3-5330-050-221-	505	Payroll - Retirement (5330)	$7,650.66
	3-5330-050-231-	505	Payroll - Hospitalization Ins. (5330)	$5,479.00
	3-5330-050-311-	505	Contracted Services - Supplemental	$0.00
PD	3-5330-050-312-	505	Staff Dev/Workshop Expenses**	$3,089.00
	3-5330-050-314-	505	Printing & Binding	$0.00
	3-5330-050-326-	505	Contracted Repairs & Maintenance - Equipment	$0.00
	3-5330-050-333-	505	Field Trips	$0.00
PD	3-5330-050-352-	505	Tuition Fees to Meet Highly Qualified Status	$0.00
PD	3-5330-050-361-	505	Membership Dues & Fees	$0.00
	3-5330-050-411-	505	Supplies & Materials	$8,724.90
	3-5330-050-414-	505	Library Books	$701.76
	3-5330-050-418-	505	Computer Software & Supplies	$0.00
	3-5330-050-461-	505	Furniture and Equipment - Inventoried	$0.00
	3-5330-050-462-	505	Computer Equipment	$0.00
	3-5330-050-541-	505	Furniture and Equipment - Capitalized	$0.00
	3-5330-050-542-	505	Computer Hardware - Capitalized	$0.00
	3-5350-050-121-	505	Summer School/Kindercamp/K Home Visits	$0.00
	3-5350-050-192-	505	Salary - Additional Responsibilities (EEA)	$0.00
	3-5350-050-198-	505	Salary - Tutor (After Hours)	$0.00
	3-5350-050-211-	505	Payroll - Social Security/FICA (5350)	$0.00
	3-5350-050-221-	505	Payroll - Retirement (5350)	$0.00
	3-5830-050-131-	505	Salary - Guidance Counselor	$0.00
	3-5830-050-181-	505	Payroll - Supplementary Pay (5830)	$0.00
	3-5830-050-184-	505	Payroll - Longevity Pay (5830)	$0.00
	3-5830-050-211-	505	Payroll - Social Security/FICA (5830)	$0.00
	3-5830-050-221-	505	Payroll - Retirement (5830)	$0.00
	3-5830-050-231-	505	Payroll - Hospitalization Ins. (5830)	$0.00
	3-5860-050-146-	505	Salary - Technology Assistant	$0.00
	3-5860-050-184-	505	Payroll - Longevity Pay (5860)	$0.00
	3-5860-050-211-	505	Payroll - Social Security/FICA (5860)	$0.00
	3-5860-050-221-	505	Payroll - Retirement (5860)	$0.00
	3-5860-050-231-	505	Payroll - Hospitalization Ins. (5860)	$0.00
	3-5880-050-146-	505	Salary - Parent Inv/CIS/Youth Coord	$0.00
	3-5880-050-184-	505	Payroll - Longevity Pay (5880)	$0.00
PI	3-5880-050-197-	505	Parent - Instructor Stipend	$0.00
	3-5880-050-211-	505	Payroll - Social Security/FICA (5880)	$0.00
	3-5880-050-221-	505	Payroll - Retirement (5880)	$0.00
	3-5880-050-231-	505	Payroll - Hospitalization Ins. (5880)	$0.00
PI	3-5880-050-311-	505	Parent - Contracted Services	$0.00
PI	3-5880-050-312-	505	Parent - Professional Development	$0.00
PI	3-5880-050-342-	505	Parent - Postage	$0.00
PI	3-5880-050-411-	505	Parent - Supplies & Materials	$1,500.00
PI	3-5880-050-459-	505	Parent - Other Food Purchases	$2,764.00
	3-6550-050-331-	505	Pupil Transportation - Contracted	$0.00

	$105,574.42	TOTAL BUDGET
	(red)=overbudget	DIFFERENCE
		black=underbudget/balanced
	$67,330.30	Position Total
	$38,244.13	Non-Position Total

$166,647.13

Staff Development/Workshop Expenses Subcodes:
3-5330-050-312-xxx-01   Registration Fees
3-5330-050-312-xxx-02   Travel/Transportation (includes privately owned auto, rentals, airfare)
3-5330-050-312-xxx-03   Subsistence (includes meals, lodging)
3-5330-050-312-xxx-04   Consultants
3-5330-050-312-xxx-05   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: **Oak View Elementary** **School Number:** **505**

School Address: 614 Oakview Rd., High Point, NC 27265

Principal: Heather Bare

Task	Staff Responsible for Completing Task	Frequency	Completion Date(s)
Update School Crisis Kit	Mary Kearns, Marianne Thomas, Lanette Mizell, Heather Bare	Annually	20-Aug-15
Pre-Crisis Checklist	Heather Bare	Annually	20-Aug-15
After Hours Emergency Contact List	Heather Bare	Annually	20-Aug-15
Register Principal for Sex-Offender Registry Notifications	Heather Bare	Annually	1-Jul-13
Diabetic Training for Staff	Christine Kendall, Marianne Thomas, Pat Call	Annually	September 4, 2014; September 8, 2015
Distribute/Explain Crisis Plan to Staff	Heather Bare and SRO	Annually	25-Aug-15
Distribute/Explain Code of Conduct	Heather Bare and PBIS Team	Annually	19-Aug-15
Tornado Drill	Heather Bare	Annually	Mar-16
Conduct Student Safety Perception Survey	Christine Kendall	Annually	Mar-16
Train staff on Emergency Notification Network deployment	Heather Bare and SRO	Annually	19-Aug-15
Lock-down Drills	Heather Bare and SRO	Bi-Annually	October, 2015; February 2016
Safety Inspection	Heather Bare and Lead Custodian	Bi-Annually	September 2015; March 2016
Alternate Route Fire Drill	Heather Bare and Lead Custodian	Bi-Annually	October, 2015; February 2016
Playground Inspection	Lead Custodian and ACES Director	Bi-Annually	September 2015; March 2016
Fire Drill / Sanitation Inspection	Heather Bare and Lead Custodian	Monthly	8/15/15;9/15/15;10/15/15;11/15/15; 12/15/15;1/15/16;2/15/16;3/15/16; 4/15/16;5/15/16;6/15/16;7/15/16;
Fire Extinguishers Inspection	Lead Custodian	Monthly	8/15/15;9/15/15;10/15/15;11/15/15; 12/15/15;1/15/16;2/15/16;3/15/16; 4/15/16;5/15/16;6/15/16;7/15/16;
Review In-School Suspension (ISS) and Out-of-School Suspension (OSS) Incidents	Heather Bare and PBIS Team	Monthly	8/19/15; 9/15/15;10/20/15;11/17/15;12/18/15; 1/19/16;2/16/15;3/15/15;4/8/15; 5/17/15;6/14/15

2014-16 SCHOOL SAFETY CHECKLIST

Automated External Defibrillator (AED) Inspection	Mary Kearns, Marianne Thomas, Pat Call	Monthly	8/15/15;9/15/15;10/15/15;11/15/15; 12/15/15;1/15/16;2/15/16;3/15/16; 4/15/16;5/15/16;6/15/16;7/15/16;
Discipline Incidents in PowerSchool	Heather Bare	Ongoing	
Volunteer Background Checks	Marianne Thomas, Lanette Mizell	Ongoing	
Monitor Visitor Check-In	Marianne Thomas, Mary Kearns, Lanette Mizell	Ongoing	
Monitor Arrival and Dismissal of Students	All staff, Heather Bare, PBIS team	Ongoing	
Monitor Sex Offender Registry	Christine Kendall, Heather Bare, Marianne Thomas	Ongoing	
Out-of-State and Overnight Field Trip Approval by Superintendent's Designee	Heather Bare	Ongoing	

RESOURCE MATERIALS

GCS School Improvement Planning Guide (http://portal.gcsnc.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://gcsdataconsole.gcsnc.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.gcsnc.com/pages/gcsnc/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.

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	17,490.00		5,250.00	12,240.00
SALARY - NEW EMPLOYEE ORIENTATION	3-5330-050-125	0.00	0.00	0.00	0.00
SALARY - CURRICULUM FACILITATOR	3-5330-050-135	26,531.80		5,006.00	21,525.80
SALARY - TEACHER ASSISTANT	3-5330-050-142	0.00		0.00	0.00
SALARY - DAYTIME TUTOR	3-5330-050-143	20,529.00	20,529.00	0.00	0.00
SALARY - TRANSLATOR/INTERPRETER	3-5330-050-144	0.00		0.00	0.00
SALARY - SUBSTITUTE PAY	3-5330-050-162	464.50		0.00	464.50
SALARY - SUBSTITUTE PAY FOR STAFF DEVELOPMENT	3-5330-050-163	0.00		0.00	0.00
PAYROLL - BONUS PAYMENT	3-5330-050-180	750.00		0.00	750.00
PAYROLL - SUPPLEMENTARY PAY 5330	3-5330-050-181	4,801.80		1,126.00	3,675.80
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	5,398.40		846.21	4,552.19
PAYROLL - RETIREMENT 5330	3-5330-050-221	7,426.07		1,737.11	5,688.96
PAYROLL - HOSPITALIZATION INS. 5330	3-5330-050-231	5,378.00		1,344.36	4,033.64
CONTRACTED SERVICES	3-5330-050-311	0.00	0.00	0.00	0.00
STAFF DEVELOPMENT/WORKSHOP EXPENSES	3-5330-050-312	2,953.43	874.15	0.00	2,079.28
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	303.42	0.00	0.00	303.42
MEMBERSHIP DUES & FEES	3-5330-050-361	0.00	0.00	0.00	0.00
SUPPLIES & MATERIALS	3-5330-050-411	8,903.34	0.00	8,903.34	0.00
LIBRARY BOOKS	3-5330-050-414	681.00	681.00	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/KINDERCAMP/K HOME VISITS	3-5350-050-121	0.00	0.00	0.00	0.00
SALARY - ADDITIONAL RESPONSIBILITIES (EEA)	3-5350-050-192	0.00	0.00	0.00	0.00
SALARY - TUTOR (AFTER HOURS)	3-5350-050-198	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5350	3-5350-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5350	3-5350-050-221	0.00		0.00	0.00
SALARY - GUIDANCE COUNSELOR	3-5830-050-131	0.00		0.00	0.00
PAYROLL - SUPPLEMENTARY PAY 5830	3-5830-050-181	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5830	3-5830-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5830	3-5830-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5830	3-5830-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5830	3-5830-050-231	0.00		0.00	0.00
SALARY - TECHNOLOGY ASSISTANT	3-5860-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5860	3-5860-050-184	0.00		0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5860	3-5860-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5860	3-5860-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5860	3-5860-050-231	0.00		0.00	0.00
SALARY - PARENT INV./CIS/YOUTH COORDINATOR	3-5880-050-146	0.00		0.00	0.00
PAYROLL - LONGEVITY PAY 5880	3-5880-050-184	0.00		0.00	0.00
PARENT DEVELOPMENT - INSTRUCTOR STIPEND	3-5880-050-197	0.00	0.00	0.00	0.00
PAYROLL - SOCIAL SECURITY/FICA 5880	3-5880-050-211	0.00		0.00	0.00
PAYROLL - RETIREMENT 5880	3-5880-050-221	0.00		0.00	0.00
PAYROLL - HOSPITALIZATION INS. 5880	3-5880-050-231	0.00		0.00	0.00
PARENT INVOLVEMENT - CONTRACTED SERVICES	3-5880-050-311	0.00	0.00	0.00	0.00
PARENT - PROFESSIONAL DEVELOPMENT	3-5880-050-312	0.00	0.00	0.00	0.00
PARENT - POSTAGE	3-5880-050-342	0.00	0.00	0.00	0.00
PARENT - SUPPLIES & MATERIALS	3-5880-050-411	1,199.98	500.00	699.98	0.00
PARENT - OTHER FOOD PURCHASES	3-5880-050-459	2,763.68	2,400.40	362.57	0.71
PUPIL TRANSPORTATION - CONTRACTED	3-6550-050-331	0.00	0.00	0.00	0.00
TOTAL	64	105,574.42	24,984.55	25,275.57	**55,314.30**
					55,314.30
PAYROLL TOTALS	44	88,769.57	20,529.00	15,309.68	52,930.89
NON-PAYROLL TOTALS	20	16,804.85	4,455.55	9,965.89	2,383.41
TOTAL	64	105,574.42	24,984.55	25,275.57	55,314.30

OAK VIEW-SIP BUDGET UPDATE #1